

December, 1950

NATIONAL PARENT-TEACHER

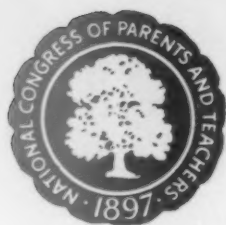
THE P. T. A. MAGAZINE



15 Cents



OFFICIAL MAGAZINE OF THE NATIONAL CONGRESS OF PARENTS AND TEACHERS



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OF THE

NATIONAL CONGRESS OF
PARENTS AND TEACHERS

- ★ To promote the welfare of children and youth in home, school, church, and community.
- ★ To raise the standards of home life.
- ★ To secure adequate laws for the care and protection of children and youth.
- ★ To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.
- ★ To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

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West Virginia	80,675
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NATIONAL PARENT-TEACHER

THE P.T.A. MAGAZINE

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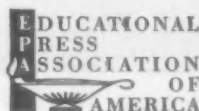
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Contents for December 1950

The President's Message: The Eternal Joy of Christmas

Anna H. Hayes 3

Articles

- A Voice in America.....Paul E. Smith 4
 Faith for a Lifetime.....Kenneth E. Nye 8
 Discipline—The Role of Punishment and Reward
 Anna W. M. Wolf 11
 Playthings and Play Therapy.....Ethel Kavin 14
 An Educational Fairy Tale.....Robert F. Zakary 18
 Lots of People Are Human:
 4. Not by Good Resolutions or by Good Advice
 Bonaro W. Overstreet 24
 Having Fun Together.....Adele Franklin 27

Features

- Notes from the Newsfront.....17
 At the Turn of the Dial.....Thomas D. Rishworth 21
 What's Happening in Education?.....William D. Boutwell 22
 Poetry Lane30
 Searchlights and Compass Points: Guidance for Group Leaders
 Franklyn S. Haiman 31
 Books in Review.....33
 Growing Toward Maturity—Study Course Outlines
 Preschool.....Hunter H. Comly, M.D. 34
 School-age.....Sidonie M. Gruenberg 34
 Adolescents.....Ralph H. Ojemann and Eva H. Grant 35
 Motion Picture Previews.....36
 Contents Noted—in Other Magazines.....39
 Post Exchange40
 Contributors40
 Cover Picture.....H. Armstrong Roberts

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To give light to them that sit in darkness, . . .
to guide our feet in the way of peace.

St. Luke 1:79





The Eternal Joy of Christmas

SHALL IT BE a Merry Christmas this year? Why not a Merry Christmas, even in this year when war has leveled off our happiness and anxiety surges in the hearts of thousands of parents whose sons still stand under a threat of further military service in a faraway land?

What is it that makes Christmas a day of rejoicing everywhere in the Christian world? Deep in our hearts—far, far deeper than gift exchanging, commercialized celebrating, and indulgent feasting—lies one comforting truth: that Christmas is really a time for rejoicing because it commemorates the birth of the child of Bethlehem, whose coming gave us the promise of *peace and good will* for all mankind.

When we say "Merry Christmas" this year, we shall mean it with especial fervency. When we say "May your Christmas be joyous" we shall mean it in truth, for the day gives us all opportunity, through helping someone else, to build security toward peace and good will within our own hearts.

No matter what may engage men's minds and hands during this year of war and preparation for defense, no matter what anxieties and sorrows we may suffer as mothers, fathers, wives, and sweethearts of men in military service, the *fact* of Christmas will remain in the midst of battle. The goal of peace and good will for *all* men still stands as a challenge to all people everywhere.

It would be a sordid world indeed if everyone who suffers or fears were to abandon himself to sorrow, doubt, pain, or disappointment. Fortunately most people who bear great burdens find the strength to bear them with grace and fortitude. A crippled soldier who was being wheeled past the shrine at Lourdes heard a girl whisper, "Poor fellow, does he

think he will recover his two lost legs?" "No," the man replied quietly, "but I shall get the courage to do without them."

Christmas sharing may become a courage-giving shrine for many bereft families this year. In early autumn I watched a grief-tortured father doing up a package of food and clothing for Korean aid. "There used to be a custom in the Orient of placing food on the graves of the beloved for the comfort of their spirits," he remarked. "I am following that old custom, in a way, when I send these gifts to Korea for Christmas. They will help in winning the freedom for which John Charles gave his life last July. Thus, really, it is for the comfort of his spirit."

Merry Christmas this year? Why not a Merry Christmas—even this year? When we say the words with clear appreciation of the joy that has come to the world through the courageous, unmatched giving of the Man of Galilee, we are speaking a prayer. We are asking that the faith, the security, and the calm of understanding will surround you, until that sorrow which has clouded your vision shall be dissipated by the warmth of love and you shall be filled with the joyous radiance of His grace.

Christmas this year may mean more to the sorrowing ones in our land and in other lands over the earth, if we whose homes are still citadels of faith can find the courage to say to each other "Merry Christmas"—and to mean it.

President, National Congress of Parents and Teachers



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Lunchtime is a gay time when the teacher from America laughingly lends assistance to one of her younger pupils. The two children at the end of the table, however, constitute a serious-minded minority.

All over America interest in world affairs is intense and genuine. Everyone wants to help build a better world.

Everyone realizes—theoretically, at least—that one nation can't do it alone.

Despite good will and constant communication, we still need to learn much more about our one-world neighbors, and they have an equal need to learn about us. How better than through an exchange of educational envoys—envoys who teach in the schools and live and learn with children and their elders?

A Voice in America

Paul E. Smith

THROUGHOUT HUMAN LIFE there runs a common thread. The fundamental desires of all people are for food, clothing, shelter, and security. The children in India respond to love and kindness just as do the children in Mexico. The mothers in Afghanistan are just as much concerned about their children's school lunches as are the mothers in Indiana. The farmer in China works with soil and seed just as does the farmer in Iowa. On the other hand, by the sheer accident of being born in a certain part of the world, one child's food and shelter will be different from those of a child who lives in another land. And there are other differences between these two—in customs, in religion, and, probably more important than any of these, in language.

Not only are there a great many languages in this world, but even among countries speaking the same language there are superficial differences that cause confusion. To the English, for example, what we call a *run* in a stocking is a *ladder*. An American home economics teacher in England was baffled when she heard students using the word *domski*, until she learned it was the British youngsters' term for domestic science. For their part, the children in her class said, "When she talked about a filled pie, she really

meant a tart. Her biscuits were scones to us, and our biscuits were cookies to her." In Canada, trucks are *transports*, a taxpayer is a *ratepayer*, and a refund is a *drawback*.

Understanding World Neighbors

Now let us consider these differences in word meanings a little more seriously. What are we going to do about terms like *socialism*, *Schuman plan*, or *education*? These phrases are not superficial in their meanings. They look the same to Englishmen and Americans. They are spelled the same, and with only a slight variation they are pronounced the same in both the United Kingdom and the United States. But what profound differences there are in their meanings! Suppose you and I were talking to a citizen of Great Britain about education. Unless we defined the word so that we both knew what we were talking about, we would misunderstand one another, for the philosophy that underlies education in the two countries is quite different. Were we to compare education in England and the United States, we would be comparing two things that appear to be similar yet are not.

If word meanings can vary as widely in the same

language, think what may happen to a phrase like *international understanding* when it is translated into a language that represents a different cultural pattern from ours? Imagine the confusion that can and does result from such translations. For here is another important point: As long as you and I talk about inches, feet, and yards or pints, quarts, and gallons, we can communicate pretty accurately. But when we talk about *understanding* or *international relations*, I am not sure you know what I mean or what definitions you have made of these terms.

Before we go any further, then, since I want to communicate with you about international understanding, I think I should outline what I mean by the term. International understanding is simply learning to appreciate and respect the individual wherever he is. It is learning to know peoples of other countries as human beings. It is finding out the kind of homes they live in, what they eat, what they wear, how they work and play. It is pointing out the reasons for similarities and differences in people's lives and customs.

Probably most important of all is the learning about certain imponderables and intangibles in other societies—the way they feel about their problems, what they think about various questions, and *why* they think and feel as they do about these things.

A One-dimensional Picture

As is natural, travelers are first impressed with the outward appearance of things and people. Reports of travelers upon their return from foreign countries often emphasize the spectacular, the bizarre, and the picturesque. Many words are spoken, much misleading information given, and a vast amount of rubbish passed around concerning people of other lands, simply because the observer did not defer judgment until he had sufficient knowledge to qualify it.

You have all doubtless enjoyed the imaginative travel tales of Baron Munchausen and Sir John Mandeville as well as the sober accounts of Marco Polo. But what a difference you found between the first two and Marco Polo's! Actually Sir John Mandeville was not so much a liar as an inaccurate observer. Then when he put on paper what he thought he had seen, he exaggerated it so much that we don't believe him at all. How unlike the reports of Marco Polo, who settled down among the people he visited, lived with them, and even taught them. This superficial reporting on the fleeting, unimportant aspects of life leads to the perpetuation of false ideas about places and peoples.

One way to show how misconceptions will arise is to make a list of changes in your own community during the past year. There will be the new annex for the Sunday school in the Methodist Church. The new hospital has just opened. Mr. White, the druggist, has died, and Liggett's have bought the drug-

store from Mrs. White. And there will be a lot of other changes. An account of the community today, then, would be quite different from one written a year ago. And a year might make the same kind of difference in another country.

Another reason why we fail to form accurate judgments is overemphasis on the bizarre and the picturesque. Colorful costumes are worn at carnival time in Latin America, but do we not sometimes wear colonial costumes to a fancy dress ball? Sombreros and serapes are worn in Mexico—by some people. Some Britons *do* have a sense of humor; not all Frenchmen are excitable. In our own country some men wear pointed boots with high heels, but not all American men dress like cowboys. Josh Billings struck the right note when he said, "It ain't the things we don't know that make such fools of us, but a whole lot of things we know that ain't so." Differences among people can be exceedingly useful. They can help us understand and interpret life in other countries, *if* we learn not to judge all people by a few.

Why Not Move Nearer?

What is being done about eradicating such stereotyped ideas, eliminating barriers, and supplying accurate information, so that our judgments may be based on facts? What still needs to be done? What more can the P.T.A. do about promoting international understanding or, to put it another way, about humanizing international relations? Your organization is already doing a great deal—but not enough. Local associations all over the country are active—but still not active enough.

Not an apple for the teacher but a whole box full of peaches—fruit for which their state is justly famed—is the gift of welcome from these Michigan youngsters to their new teacher, Esther Bell of Cookstown, North Ireland. Miss Bell has traded classrooms for a year with the Michigan teacher at whose desk she now sits.



© The Journal, Flint, Michigan

Let me make a proposal. Everyone has heard about the *Voice of America*, the radio broadcast that tells other countries the story of the United States. It summarizes the news; it talks about labor; it describes our homes. It sings our folk songs and ballads. It discusses America's hopes and aspirations. It does a superb job overseas. Why could not the P.T.A. become a voice in America for international relations? The P.T.A. already has a powerful voice in domestic affairs, school affairs, in community projects. Why not be a voice in America for a great international program?

Too often we talk in platitudes about friendship among nations and international brotherhood. What we need is to make these things come alive. And what better way is there to humanize international relations than to do it through the interchange of teachers? What better resources can a school offer than having a teacher from another land? And what about teachers in our own country who teach abroad for a year? How do our communities gain by their experience?

Remember, there is no better way to reach multitudes of people, literally and personally, than through the teacher. Her effect is instantaneous. The minute she walks into the classroom, she "makes a dent" on the boys and girls. If she is a teacher from another land she will tell about her own school at home, and soon the old stereotyped ideas about the people of that land drop out of the minds of her pupils.

Then the circle widens. The teacher meets the faculty, the P.T.A., the civic clubs, the church groups. More stereotypes are thrown out of the minds of

Only minor differences in dress, such as the high wool socks and the short trousers, would hint to us that these children do not go to school in the United States. As a matter of fact, they are English youngsters, examining the books they will use this year under the guidance of their American exchange teacher.



men. The preamble to the UNESCO Constitution says: "Ignorance of each other's ways and lives has been a common cause, throughout the history of mankind, of that suspicion and mistrust between the peoples of the world through which their differences have all too often broken into war." The visiting teacher comes to know our homes, our food, our churches, and our families. She sees with her own eyes and she feels in her bones the vibrancy, the confidence, the vastness, and the kindness that is America.

Across the seas the United States teacher—the unknown person from Fullerton, California, or Bellwood, Pennsylvania, or San Angelo, Texas, tells her story about this great nation and her people. Out go the familiar labels by which we are tabbed. Not all of us are wealthy; not all of us are divorced. There are schools and colleges for Negroes. There is a serious effort to produce good drama and good music.

The Facts Speak for Themselves

One teacher who spent a year in Penzance, England, reports thus:

My best work for improving international understanding has probably been done in the classroom and by the firesides of the many people I've talked with this year. I feel my major contribution has been in the town of Penzance, where I have come to know a good many people. For my speeches I have stayed in the field of American education, and found my audiences most interested. I have found the English quite openminded.

I came with the hope of learning to know, understand, and appreciate the British people; to learn more about modern Britain and her political experiments; to study historic Britain; and to see the countryside of England. (I have placed them in the order of their importance to me.) If I can't go back to my U.S. history classes and do a better job of making history live, more clearly explaining why the U.S. is what she is today as well as smoothing down ruffled feelings about modern Britain, it won't be for lack of effort on my part or inspiration furnished by the people in these isles.

I now understand why Americans antagonize Europeans. I understand why our crime rate is so much higher, how potent a factor the frontier still is in the U.S. It isn't that the facts are so different, but that they go together in a different way, and they mean more when seen from a different shore.

And how long does this effect last after the year of interchange is over? Don't forget, these teachers probably have never traveled much and they won't be able to afford another trip soon, but their memories of Bill and Susan—of Guillaume and Suzanne—and of these children's parents, and of the homes and the communities, will live with them forever.

Their teaching will be more vigorous. The world is much smaller than it was before, and every child reaps the benefits of this experience from a teacher who knows the facts because she has been in another part of the world. Horizons are broadened; thinking

becomes sharper; teaching is sounder and better on both sides of the ocean. An American teacher wrote me not long ago, "Out of all this the hills of Vermont have receded, and a little of the interrelation of the world and its people has come." Scores of times the teachers report, "I have just spent the happiest and most stimulating year of my life and, I can honestly say, the happiest year of my teaching career."

A Permanent Investment

At the moment the interchange of teachers is limited: 104 pairs between Great Britain and the United States; 3 pairs with New Zealand; 11 pairs with France; 7 with Canada; 4 with Belgium. To a few other countries under the Fulbright Program we are sending a modest number of teachers. This is a pretty good record, but we ought to have many more—say 1,500 or 2,000 a year. One of the best ways to achieve this goal is for our P.T.A. groups to say, "We want one of our teachers to go abroad, and we want in exchange a teacher from another country."

What opposition you will encounter! One parent is sure to say, "I don't want any foreigner teaching my child." Another will say, "The accent is different; I want my children to hear good American English." These are the people who unknowingly choose to live in a cultural pocket in which they keep alive and active ideas that have been outmoded for generations.

In order to help eliminate these cultural pockets and to provide our children with experiences that will enable them to cope with the world as it is, the P.T.A. can supply both the persuasion and money to support a foreign teacher. These are some of the questions that will arise: (1) How much will it cost? (2) How do you go about this? (3) How long will it take to get an exchange established?

And here are the answers:

1. The cost will amount to the sum necessary to support the foreign teacher in your community for a year, plus a modest amount of money for travel. The major portion of the cost, of course, is maintenance, and there are literally dozens of ways to handle this problem.

2. Your local association can secure all the information necessary from the Division of International Educational Relations, U.S. Office of Education, Washington 25, D. C.



These English schoolboys find a special fascination in the social studies, as taught by their visiting teacher from Morristown, New Jersey. Here they cluster around his desk, eagerly awaiting his comments on textbooks they themselves have made.

3. It may not be possible to get an exchange immediately. Teachers here and abroad must be recruited and selected; passage must be secured and other arrangements made. You may be sure, however, that every effort will be made to help your association get an exchange program under way as effectively and efficiently as possible.

We in the government will help with the mechanics of the matter, such as selection of teachers both here and abroad. We think, however, that the program belongs with the people, particularly with those whose children are affected. We feel that this program will put the human factor into international relations. It will develop a constant succession of broad-visioned teachers who will help the peoples of all countries to know one another better.

No nation can fully cooperate with another nation it does not know and understand. Education must employ all of its resources to the end that men everywhere will be able to live without fear—to live the good life that has been the dream of the world's great philosophers and poets in all ages and more recently has become the dream of the common man.

Tidings of Great Joy

Day in and day out the *National Parent-Teacher* receives letters from Americans who are living and working in distant corners of this shrinking globe, Americans who, wherever they go, take with them something of home—the *National Parent-Teacher*. So, too, in ever growing numbers men and women of other lands are writing to tell of their delight upon finding a friend in our magazine. The editors take great joy in wishing these faraway readers and subscribers—as well as the many thousands within the United States—one and all a very merry Christmas and a happy New Year.

★ Faith FOR A LIFETIME

Kenneth E. Nye

This is the fourth article in the adolescent series of the "Growing Toward Maturity" study courses.

JIMMY had his right leg taken off the other day. The amputation was made just above the knee.

Jimmy is sixteen years old, and a junior at Salisbury School. Just four days before, he had been suited up as a member of the football team. Sunday, Jimmy noticed a lump on the back of his leg. Monday, the doctors took a biopsy. Wednesday, they removed the malignant growth and Jimmy's right leg with it.

But Jimmy has taken it all in stride. He's already making plans to get a new leg. The hospital stay is just an unfortunate time out that must be endured until he can get back to the things he was doing.

In the meantime those of us who know Jimmy find his story heart-warming and encouraging. He asked to see a teacher who had meant a great deal to him in grade school. Said Jimmy, "I wanted to talk to someone who didn't act as if it was his leg they took off." Later he said, "I know that losing

Beyond one's power to measure is that force in our society that we describe in melodious phrase as the "faith of our fathers." Will its counterpart develop in our sons and daughters? If not, wherewith will the challenge of the new day be met?



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my leg is going to make me a better lawyer." He has amazed us all, who so often forget the depths that young people cover with their wonderful frivolity. Through the ordeal his conduct has been characterized by a faith that has strengthened everyone who has talked with him. Jimmy's father, observing that the burden of encouragement is usually borne by the adults, said to me, "Jimmy has been carrying us."

A further heart-warming part of this story is the reaction of Jimmy's contemporaries. When the headmaster told Jimmy's schoolmates what had happened, every one of them had the same impulse. Each boy silently turned toward the chapel and went in to say a prayer for Jimmy. When I called to see him the other day at the hospital, there was a line of high school kids at the reception desk, waiting for the pair who were visiting Jimmy to return so that another pair could take their places.

All this emphasizes two things that anyone working with young people knows to be true. First is the fact that young people do face tragedy and troubles and problems, and the further fact is that they think deeply about life's ultimates and are looking for the answers.

Galvanized Idealism

Contrary to what many adults think, adolescent youngsters are not always the giddy, hare-brained, lighthearted juveniles they usually seem to be. Anyone who has counseled with high school young people about their problems knows that. They are sensitive to moral and spiritual values and to the problems these values raise. They are idealistic and quick to give their idealism a religious expression. Contrary, again, to what many adults think, religion is a subject of intense interest to young people. Many of us can testify that they are always responsive to religion when it is presented in a challenging and straightforward way.

All of this introduces us to the tremendous task that faces the modern home and church and school in channeling these idealistic impulses and making them the basis of a faith that lasts a lifetime.

The primary responsibility in this area rests, of course, on the home, for it is there that the real foundations for faith are laid. The most important factor in the home is the creation of an atmosphere in which spiritual values will be caught as much as they will be taught. "Spiritual osmosis" is a good term to describe what we mean here—religion by contagion. Before children can be taught to believe, parents must have something to believe. One of the great tragedies of our day is that so many moderns, especially within the group now parents of our adolescent youngsters, do not know what they believe. As a result, their children are raised in an environment of spiritual quicksand. A well-loved teacher of religion, asked why he believed in God, replied, "Because my father did." It seemed to his students the shallowest of answers until on more mature reflection they began to see that it was the most profound.

The home has a responsibility here that no other agency can shoulder. The weaving of cloth, the making of the family's clothes, the churning of butter, and many other functions, once centered in the home are now done elsewhere, and family life has adjusted to that fact. But the teaching of religion is one home-made product that cannot be mass produced.

The "Sin" in Insincerity

Here we get into one of the most vexing problems that faces the contemporary home. How can religion be practiced in the home without making it an obvious sham? Children, especially adolescents, are the first to sense insincerity. Mother may read

some such article as this and decide that father ought to read the Bible to the children every evening at the dinner table, just as her father did to his family. Father comes home after a trying day at the office and sits hungrily down to a table only to be confronted by the Bible. The ensuing scene is not of the type to produce a religious atmosphere. For a few nights Father reluctantly and with considerable embarrassment reads several verses. Eventually the whole business is forgotten, and the family gets back into its more comfortable routine. Such an occurrence is not likely to increase little Johnny's understanding of religion or older Mary's acceptance of it.

Whatever is done in the home must not be an artificial overlay but an expression of the age in which we live and of the family's own experience together. The best religious instruction is that which comes naturally through the day-to-day relationships within a devoted family.

This is a perfectly easy thing to say, but when there are adolescents in the home it is a far from easy thing to do. On reaching adolescence, a youngster suddenly becomes a complex of conflicting reactions. He is at once an incurable idealist and a self-emancipated rebel. Often his rebellion is against his parents' most cherished beliefs, which makes religion a particularly vulnerable target. Yet at the same time he is responsive to spiritual matters and often rises magnificently to their challenge.

Wise parents will not try to force the youngster into their own religious mold at this stage. He is trying his wings; to attempt to clip them is fatal.



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If they have done all they can to build the early foundations of faith into their children, they have done their major job. Now the best they can do is to keep their own spiritual serenity and continue to live their own lives by the great things they believe to be true. Treat the adolescent as an intellectual equal if that's what he wants. If he has questions about religion and puts them honestly, give him an honest answer. But the principal function of the home during the adolescent years is to give the child room to grow, in an atmosphere of spiritual serenity.

Stars To Steer By

The church and school also have their part in the spiritual development of our children. The church is the great repository of the rich traditions and spiritual insights that landmark the human highway. It is becoming increasingly aware of its responsibility to see that those traditions and insights appeal to the modern mind, but at the same time to make no compromise with lesser ideals than those for which it stands. Wise church leadership can make spiritual capital out of the contrasting moods of adolescence, rebellion and idealism. The greatest leaders the church has known have been at once confirmed rebels and strong idealists. Where the church is attuned to that fact, it has reached the lives and hearts of young people.

The place of the school in this task of moral and spiritual education is not so clearly defined. But potentially it is the strongest force of all among adolescent children. In keeping with the basic American concept of separation of church and state, there is no specific religious instruction in our public

schools—and this is right. But allowing this to mean no spiritual and moral education at all is equally wrong. Partly because of this rigid inequality in education, science and industry have made amazing advances, but with a contrasting lag in human relations, morals, and religion. Many schoolmen, in great concern, are probing this fact. In a survey conducted among members of the senior class in a Kentucky high school, the teachers were amazed to learn that the students felt they had not received enough specific moral information. One of the boys pointed out that his generation was criticized for such things as necking, swearing, and drinking, but nobody had taken the trouble to "give us the answer."

It is the firm conviction of many of us that a program of moral and spiritual education can be developed in such a way as to preserve religious values and at the same time avoid sectarianism. The public school system of Kentucky, partly because of the survey, is setting out to see whether this can be done.

Will They Choose Freedom?

One cannot speak of the religious faith of adolescents without considering the kind of world they have to live in. In the most security-minded generation in history, sheer physical security has become more and more of a mirage. But in trying to achieve security modern man has come up with all sorts of systems, many of them totalitarian and many of them demanding total loyalties. Millions of people all over the earth have had to make up their minds about where their loyalties will lie. And ultimately our young people must make up their minds whether they will seek spiritual or physical security, whether they will live in the stifling atmosphere of a completely controlled way of life or in the blessed, free air of a blessed and free land.

Without resources of faith and creative courage, how can our young people know which decision to make? Without a basic moral integrity how can they cope with the multiplied problems we shall bequeath them? Without a living faith, a vital faith, how can they realize that it is only through faith that freedom and world brotherhood can be realized?

As we envisage that kind of world, the responsibility of church, home, and school takes on increasing urgency. For here we are faced with the necessity of building faith into the lives of our children—faith that can interpret, empower, and comfort and give assurance of eternal truths with which man can never compromise.

See questions, program suggestions, and references on page 35.



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BY RELIGION I mean the power, whatever it be, which makes a man choose what is hard rather than what is easy, what is lofty and noble rather than what is mean and selfish; that puts courage into timorous hearts, and gladness into clouded spirits; that consoles men in grief, misfortune, and disappointment; that makes them joyfully accept a heavy burden; that, in a word, uplifts men out of the dominion of material things, and sets their feet in a purer and simpler region.

—A. C. BENSON

This is the fourth article in the school-age series of the "Growing Toward Maturity" study courses.

DISCIPLINE—

The Role of Punishment and Reward

Anna W. M. Wolf

FOR MOST PEOPLE the word *discipline* conveys a grim picture. We think of iron rules, swift punishment, and top sergeants barking orders or "cussing" out a helpless and cowering private. That's why we are puzzled about the place of discipline in the warm and loving atmosphere we believe should pervade our homes. When we hear or read that little children need discipline, we accept the idea rather uncomfortably and are puzzled. Somehow it doesn't seem to fall into place with the other things that go with family life.

What we need, perhaps, is some magic that will dispel these old feelings and conjure up new ones. We need to think of discipline less in terms of punishment for misbehavior, less even in terms of reward for good behavior. Instead we need to think in terms of guidance, control, and good management. These are words that suggest quiet good sense and good humor; they point to the prevention of troubles before they arise. Instead of severe penalties imposed in moments of tension or panic, the idea of good management suggests long-range plans based on our children's temperaments and needs.

And this long-range planning is indeed the basis of discipline. If we know, for example, that seven-year-old George continually teases four-year-old Mary to the point of tears, we can arrange ahead of time to have them play separately or to keep them pretty much apart during the times of day when the trouble usually occurs. We can arrange, too, to set aside some part of the day, if only half an hour, when each child



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The subject of discipline has always been controversial, chiefly because the term hasn't been adequately defined.

To far too many parents it is still a synonym for "punishment."

Modern educators know better; they interpret discipline as a natural process in which reasonable freedom is combined with mutual consideration between children and parents.

may have us all to himself, without a competitor and without household distractions. This kind of individual attention bolsters his confidence in his parents' abiding trust and serves as a source of strength in surmounting the tensions that exist in every family.

Young children often create problems when visitors come to the house. In plain words, they're jealous. They resent their mother's complete withdrawal from them and the attention that hospitality requires her to show a guest. The embarrassment caused by the children increases everyone's discomfort, and matters go from bad to worse.

Perhaps then a hint to the visitor may help. Johnny is in a possessive frame of mind just now, we may tell her. How about her taking a little time to visit *him* when she first arrives? This doesn't mean the usual "Hello, Johnny! My, what a big boy you are!" And it doesn't mean inquiries about his little sister. It may mean suggesting that the visitor would like to go with him to his room for a while and look at his favorite possessions while Mother finishes that job in the kitchen. It's a rare child who won't respond to this approach, and the way is thereby paved for genuinely friendly feelings, which are worth tons of merely external good manners.

Parenthood Is a Profession

Instances of this sort could be multiplied many times over. Good management calls for foresight, ingenuity, and imagination. It calls for mothers who are able to accept children as they are, with whatever inner problems they may be struggling over at a particular time, and able to help them *gradually* to resolve these problems, even though they may create embarrassment and difficulty.

Nor is this all good management calls for. Though children need every bit of understanding and patience that we have, there are times when they need also to be dealt with quickly and decisively, times when they want to be saved from being overwhelmed with what the layman calls "naughtiness" and the psychologist calls "strong instinctual drives." The difference between the layman and the psychologist is that the latter understands, in a specific and technical way, why such impulses are to some extent inevitable. But the psychologist is at one with the layman in recognizing that controls are needed. They are needed in varying degrees with different children and should diminish as the child matures, but the fact remains that from infancy through adolescence children actually want parents who can be counted on to keep them in order.

But though they want such control, children will also protest against limits set by the adult. A child characteristically wants what he wants when he wants it. He is unlikely to know in advance that he will be happier if he is kept from getting into trouble. There is small chance of his saying, "Thank you,

Mommie," when we keep his aggressive pokes at the baby down to the minimum. There is small chance of Sister's agreeing with us that she doesn't need a new party dress. Nevertheless if we can manage in this way, we shall have a much happier little boy in our home—one who is more at peace with himself—and a daughter who is secretly relieved.

Reasonable Limits

Of late years we have learned much about children's needs for self-expression and much also about the evils of repression. This knowledge is of enormous importance. As it becomes properly digested by more parents, teachers, and child therapists, it should do great good to future generations. But there have been some serious misunderstandings. Repression, in the sense in which it is dangerous and leads to neurosis means actually forcing an idea or an impulse *out of a child's consciousness* by making him so ashamed or frightened that he dare not harbor it even in his thoughts for fear of nameless reprisals.

Avoiding repression does *not* mean permitting a child to express freely every impulse of the moment; it does not mean that he should never be frustrated. Some frustrations are necessary. If they are imposed without producing intense fear and shame and if they are suited to the child's age and development, they are not only necessary but wholesome. Far from making a child insecure or doubtful of his parents' love, the knowledge that he can count on reasonable limits to his demands will increase his sense of security. It will prove that he has parents who, without heaping blame upon him, yet keep a firm hand on the helm to steer him through the rough waters of his own impulses.

In other words, there are times when, after even the best planning has failed, we may pick Johnny up bodily, remove him speedily from the scene (despite imminent danger to our shins), and deposit him in his own room. There we may stay with him until his temper has subsided and he accepts the terms on which he may return. Such a course may create embarrassment for us and annoyance for our guests. But if this kind of firmness prevails in Johnny's life as a general policy, it will contribute to, not detract from, his sense of security and his emotional stability.

The Individual Slant

The same holds true for older children. Seven-year-old Mary may be shy and therefore timid about going away to camp. But if her parents first weigh everything in the balance and then decide that the experience will both enrich her life and further her best development, she is likely to accept the decision without real rancor. The important thing is that she trusts her parents to do what they feel is best for her. If she suspects them of sending her away because of

their selfish interests, the pill will naturally be a bitter one to swallow.

There are, of course, families in which so much has gone wrong between parents and children that nothing seems to work. There are also some children who are constitutionally less able than others to adjust happily to the requirements of living. In both cases help from a child guidance specialist is decidedly in order.

The first step for most parents of most children, however, is to examine themselves. First of all, can they accept without anger or tension considerable doses of the normal childishness of children—the aggression and hostility, the dawdling and silliness, the teasing, the egocentricity, the disregard for cleanliness and punctuality that are bound to arise? Can they tolerate the trying vagaries of the adolescent? And have they also a fairly sound instinct for knowing when to call a halt, when to say “no” or “you must,” and the firmness required to carry it out with a sure touch? Third, can they do these things without vacillation or arguments? Children are entitled to know what they may expect. They will be clearer about it if there is far less argument than prevails in most homes and if foresight and good management replace nagging and threats.

The Old, Old Question

What of rewards and punishments? Dare we have recourse to them? Many parents today find themselves in a dilemma about these time-honored methods. They are often afraid to punish for fear of vague consequences to the child. Yet they feel helpless because they don't know what else to do. It is perhaps faint consolation, when other measures have failed, to be told that punishments have no special magic and cannot be counted on to bring real and lasting results. Punishments and rewards may sometimes be effective just as police methods may be; they meet an emergency and perhaps satisfy in the child a simple sense of justice. Children will not harbor lasting resentment if they are punished for acts they themselves regard as wrong—provided the punishment is inflicted by parents whose love and interest they believe in.

The danger of using rewards and punishments arises chiefly when parents come to depend on these external devices for keeping their children in order. If all they want is obedience, parents soon stop looking beneath the surface at the child's real needs. They lose their sensitiveness to the conflicts with which he is struggling and abandon the search for ways of helping him to resolve these conflicts. When this happens, neither reward nor punishment can accomplish anything more than momentary relief from disobedience.

Everyone who lives with children will be at his wits' end now and again. There is no reason to feel

either ashamed or proud when heat or exasperation ends in an impulsive punishment, when we simply cannot think of what else to do. If the punishment clears the atmosphere and meets an emergency, it will have done good to that extent at least. In the same way, if an occasional reward is the sign to a child of an effort well made, a job well done, it surely has value. But once these devices become a mechanical system of discipline they are likely to add to everyone's feeling of weakness and defeat. Parents must decide for themselves what the effects are in their particular homes.

Understanding the Struggle

At best, rewards and punishments are rarely therapeutic. They hold symptoms in check, but they do not reach the cause of the malady. The cause lies in the inevitable ups and downs of growing up. Children, like all of us, are struggling with blind forces within themselves, forces of which they are largely unaware. For all their gaiety, their charm, their zest for life, youngsters are beset also with disappointments and jealousies, anxiety, hostility, and guilt.

Parents will be in a better position to help if they can divine some of the ways in which these struggles are manifest within the lives of their own children. They can then take steps to ease the tensions; they can try also to reveal to the child new avenues of satisfaction. This is the true nature of successful guidance. It must be offered in a home atmosphere that provides security through both affection and control.

See questions, program suggestions, and reading references on page 34.



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Playthings and Play Therapy

Ethel Kavin

MARY, aged four, was playing house in a corner of her room. Her mother was sewing in her adjoining bedroom, beside a crib in which Mary's year-old baby brother was sleeping quietly. The connecting door between the two rooms was open, and Mother could both see and hear Mary as she played with her family of dolls. Suddenly Mary grabbed a little girl doll and a baby doll. Turning the baby over flat on his face, she had the little girl doll spank him vehemently, saying: "Bad baby! Naughty baby! Nasty little brother! Ugh!" Then, as the voice rose to crescendo in the final word, Mary's little girl doll actually jumped up and down on baby brother's back!

This is the fourth article in the preschool series of the "Growing Toward Maturity" study courses.

A psychologist offers us a clarifying view not only of why play is the very life of the child but of how it reveals his inner needs.

From this article parents and teachers will also gain a new perception of play therapy and its value in the hands of the well-trained specialist.

Mother, unobserved, shook her head sadly, dropped her sewing, and looked very thoughtful. Then she rose quietly, walked into Mary's room, and said, "How would you like to sit on my lap and listen to a story? First I'll tell you one, and then you'll tell me one." Mary looked up eagerly and with great alacrity climbed up on her mother's lap.

How different was the behavior of this understanding mother of today from what it probably would have been ten or fifteen years ago! At that time, shocked at Mary's "dreadful" treatment of the baby doll, Mother would probably have gone into the little girl's room and in grieved or severe tones would have scolded: "Mary, that's no way for a little sister to treat her baby brother! Aren't you—I mean, isn't your doll—ashamed of herself? What a dreadful way for a little girl to behave!"

What has happened? What understandings and attitudes have mothers gained in recent years that make them react so differently to children's play today?

In the first place, of course, mothers nowadays realize that a certain amount of jealousy of a baby brother or sister is natural and to be expected in any young child, since the coming of that baby has dethroned him from a favored place in the family. They know, too, that it is better to let strong emotions find some outward expression than to repress them. They are more than willing to have that jealousy expressed through play rather than directly against the real baby. They meet it, as Mary's mother did, by increased affectionate attention to the jealous one, thus reassuring him of the secure place he holds in his parents' love and meeting his emotional need for a sense of security.

Play's the Thing

In addition to their awareness of such emotional needs, intelligent young parents today have a new understanding of the importance of play in the young child's life and its function in his development. They know that during these early years play is the

child's chief activity. Wholesome play lays a foundation for the development of a healthy personality and for the child's satisfactory adjustment to the world in which he lives.

Play should never be made a task for the child, for by definition play consists of activities in which he engages *just because he wants to*. The purpose of wisely selected toys and play materials is to stimulate children's initiative rather than to teach them. Furthermore, research studies have clearly revealed that certain types of growth are characteristic of certain age periods, whereas other types usually occur at other ages. At any given period the individual child plays in those fields or activities in which he is growing or developing most at that time. Modern parents, therefore, aim to surround the young, growing child with materials that will promote activity and growth and then to leave the rest to the natural course of development, with only an occasional suggestion or bit of guidance.

Because play is something that a child does just because he wants to, it serves as an important emotional outlet for him. In play he can express his feelings freely, and this expression helps him by releasing his emotions. To those who are alert enough to observe and sensitive enough to understand what the child is unconsciously saying, his play behavior may often reveal deep feelings that cannot be expressed in any other way.

For this reason, all children's play has both *diagnostic* and *therapeutic* aspects. It is a form of *diagnosis* because it helps us to understand a child's needs and the underlying causes of his problems. It is a form of *therapy* because it often gives him acceptable outlets for emotions that he would not be permitted to

express so freely in real situations. In Mary's case, for example, the little sister-brother scene she enacted with her dolls helped her mother to know that Mary needed to be reassured of Mother's love and interest. It also enabled the child to express jealous, hostile feelings toward her baby brother, without either hurting him or feeling guilty herself. Often the child can find satisfactory outlets for his strong emotions without actually dramatizing them in play behavior. Feelings of anger and resentment can be relieved just by pounding pegs through holes, hammering nails into boards, or kicking a football around the yard. Such strenuous activities enable the child to release in acceptable ways the bodily energy that accompanies strong emotion.

Wholesome play is so helpful to all children that everyday personality and behavior difficulties can often be remedied by encouraging a child in certain types of play activities. For example, many a youngster who seems to be destructive is so only because he does not have enough opportunities to satisfy his normal impulse toward exploration and investigation. Through adequate play materials, many desirable habits and good social adjustment can be fostered. And many undesirable habits or behavior tendencies can be avoided or eliminated by giving a child a well-balanced diet of wisely selected toys.

Techniques for Treatment

It was to be expected, therefore, that psychologists and psychiatrists would see in play many and varied possibilities for the clinical treatment of children with severe behavior and personality problems. In the modern child guidance clinic or center, there usually are staff members with special professional training in both individual and group *play therapy*. These play techniques are used for both diagnosis and treatment purposes. Also *recreational therapy*, developed to meet personality needs of children, is a well-established field of professional work. Trained observers—often the psychiatrist himself—study the child at play to see what may thereby be revealed as to his inner tendencies, motives, and conflicts, whether or not the child himself is conscious of them.

An obvious danger to be avoided is that of making interpretations that are not warranted by known facts. How a child's play is interpreted becomes a crucial matter, since it will naturally be the basis for whatever treatment is given him. Such interpretation, therefore, should be made only by those with professional training adequate to the task. It should not be attempted by parents—or by teachers unless they have had extensive specialized training for this type of work. However, both parents and teachers, because they have the greatest opportunity to observe children's daily activities at home, in the classroom, and on the playground, can often be very helpful by reporting what they see to specialists who are study-



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ing children for diagnostic and therapeutic purposes.

Children's drawings, paintings, and models made of clay or other plastic materials also may reveal significant clues to their inner needs, feelings, or problems. Under the guidance of a well-trained specialist, a youngster whose emotional difficulties are baffling and complex may gain insight into his own problems through an understanding of the things he has created. Puppet play and dramatic role playing, in which children spontaneously express themselves, also can serve as methods of therapy—again under trained guidance.

Intelligent, informed parents should understand what play therapy is; they should *not* attempt to practice it. However, two points which are useful for parents seem very clear. First, thoughtful observation of a child's play will help parents and teachers to understand him, and study and discussion of child growth and development will help them to understand (as did Mary's mother in the incident we described earlier) what he is obviously expressing in that play. Second, the development of modern techniques of play therapy confirms one very important function of play in the life of the child, as seen by educators and psychologists. If we recognize that play is whatever a child does *just because he wants to*, if we let him be truly free in his playing, then play itself becomes therapeutic. That is, it serves to help him work through his difficulties and solve his problems—sometimes even to heal his emotional hurts.

Do We Set Limits?

Parents and teachers of young children constantly ask: "Should we let our little boys and girls do *anything* they want to? Are there no limits that we should set? Shall we allow them to play with guns? To play at killing and murdering? Warfare and gangsters? Surely, we can't allow them to destroy!"

It is not strange that parents and teachers should be confused about such questions, for the so-called specialists themselves are in controversy over many of them.

There are those who advocate complete "permissiveness" as therapy, believing that a child should be allowed to do anything he feels like doing, short of injuring himself or others. Other psychiatrists, psychologists, and therapists say that even in clinical treatment some limits should be set for a child. They believe that he feels more secure if he knows that adults will restrain him so that he cannot give vent to his most violent impulses.

Some specialists advise that children be allowed to play with guns, whether as warriors or as gangsters. They believe that such play serves as a harmless outlet for feelings of anger and hostility that the child needs to express. Anyway, they point out, since we know that children's play is to a great extent imitation of the adult world, we must expect them to play

war and gangs. Others feel that guns are *not* playthings and that children should not play at shooting and killing.

We need more research and greater knowledge about these questions before we can be dogmatic in our answers. Meanwhile thoughtful parents and teachers must decide for themselves what course to pursue, because certainly everyone who deals with children is forced to take a position on these matters.

Reality and Make-believe

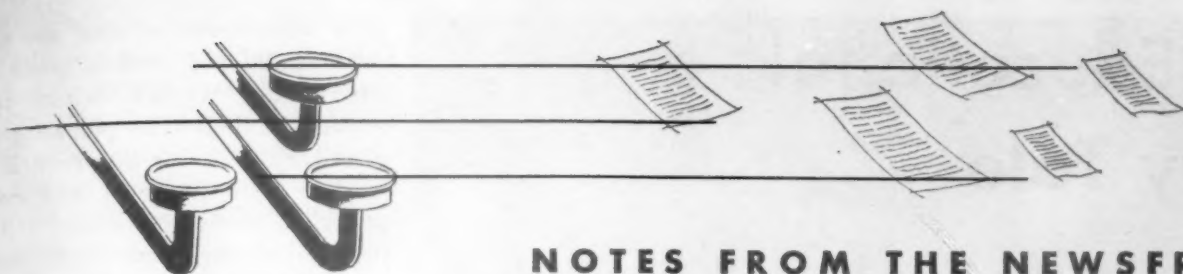
The answer hinges partly on this question: How *real* is his play to a child? And answering it is not simple. In a sense the young child's world of play is his real world, but the four-year-old who points his toy gun at you and says "This is a stickup" knows that you will not really fall dead if he fires at you. To the child who, in his play with puppets, kills his little sister his *feelings* are real, but even he knows that his act is make-believe. Being Hopalong Cassidy makes a child feel big and powerful, compensating for the fact that actually he is a tiny fellow unable to cope with most of the adult world that towers above him. For the moment he is this great, powerful figure, but even he knows that shortly he will again be the little boy who turns to Mother and Father for the satisfaction of most of his real needs.

Understanding adults can help bridge the gap between the child's world of make-believe and the world of reality in which he must eventually find his place. If we enter into his play, respecting the role he has assumed, and invite Hopalong to dinner, then it will not be quite so hard for him to be a little child at the family table.

When their feelings are understood and their play respected, most young children will accept some guidance in their play activities. Guns and killing are not likely to dominate the play of a happy child. If wisely selected materials for constructive types of play are available to them and if they are encouraged to use these in satisfying ways, most children will respond to such stimulation. The child who seems able to enjoy only destructive types of play may need actual play therapy under trained, professional guidance.

Katherine H. Read, in the chapter "In Dramatic Play" of her book *The Nursery School*, points out that children's play portrays the incidents and relationships that seem significant to the players. The most common theme, therefore, of the dramas which they enact is that of the family. Observing their play, we who watch them will appreciate more and more what family experience means to children, and from them we will learn how to guide patterns of family life to make them more satisfying to the basic emotional needs of little children.

See questions, program suggestions, and reading references on page 34.



NOTES FROM THE NEWSFRONT

Away with Accidents!—Most people think a doctor's responsibility doesn't begin until *after* an accident. But doctors themselves think otherwise. Alarmed by the high death rate from accidents among youngsters, the American Academy of Pediatrics recently formed a special committee on child accident prevention. Dr. Harry F. Dietrich of the University of Southern California Medical School has expressed confidence that "by systematic and continuous safety guidance of parents, physicians can immunize children against accidents as positively as we now successfully immunize against many communicable diseases."

English Spoken Here.—The London Transport Company recently broke with precedent by ordering simpler, friendlier signs to replace the stilted language so dear to officialdom everywhere. No longer, therefore, need Londoners knit their brows over "Small dogs may, at the discretion of the conductor and at owner's risk, be carried without charge." Instead they read, "You can take your dog with you. It travels free but at your risk."

Ill-fed Americans.—Too often we in this country suppose that only foreigners are undernourished nowadays, but the truth is that many of us are suffering from nutritional deficiencies. Not all of these are due to poverty, either, Dr. Hazel K. Stiebeling, chief of the Bureau of Home Nutrition of the U.S. Department of Agriculture, has pointed out. Among American families having a yearly income of \$7,500 and over, 40 per cent need more calcium—that is, more milk and more green, leafy vegetables.

Light-headed.—Want to shine? Of course you do; everybody does. Fashion designers have taken literal advantage of this natural desire. At an exclusive style showing in New York this fall the lights were turned low while guests oh-ed and ah-ed over hats of chartreuse, tangerine, pink, and white—all made of fluorescent satin that glows in the dark.

The Children's Christmas.—To young Americans Christmas is a day of jolly gift-giving and receiving as well as a holy day. But elsewhere, especially in Holland, Belgium, and parts of Germany, December 6 is celebrated as the children's day. That is the Feast of St. Nicholas, lovable patron saint of children, especially schoolboys. On the night of December 5, therefore, the children leave grain in their shoes for St. Nick's reindeer, and in return the appreciative saint fills the shoes with presents.

Cattle Codes.—When the West was really wild, there used to be romance in cattle brands. Drawn from the cowboys' own experience, they included such fancy symbols as spurs, hats, revolvers, boots, keys, and keyholes. But now there are so many—28,000 registered in Alberta, Canada, alone—that they have had to be standardized. That's why the modern brands consist mostly of letters, usually the own-

er's initials, combined with a simple design, such as a bar or diamond.

Nicked Fingernails.—Especially in cold weather many women's brittle fingernails chip and break too easily, according to a Chicago skin specialist, Dr. Theodore Cornbleet. Although the reasons are many—including disease, injury, nail-biting, and housework—the doctor thinks prolonged use of polish and polish remover tends to dry out nails and make them less flexible. Allowing the nails to grow excessively long or trimming them into unnatural shapes may also be injurious.

Musical Names.—If you like to make your own music, the next time you set forth on a trip there's a directory you'll want to take along. It is the listing by the National Association of Amateur Chamber Music Players of the names and addresses of all its members, the instrument each plays, and his degree of expertness. So you can look up a fellow enthusiast in a strange town and be confident of finding a tuneful welcome.

Research by Robot.—Surely the quickest research assistant any scholar ever had is the new electronic reading machine, "Doken." Dr. Calvin M. Mooers, an expert on electronic computers, told the American Chemical Society last fall that Doken could hunt the entire Library of Congress in ten seconds, select all the information on a given subject, and print ten abstracts a minute.

United Behind UNESCO.—Besides giving full information about UNESCO's global plans and projects, *The UNESCO Story: A Resource and Action Booklet for Organizations and Communities* tells what men and women all over the United States are doing to promote better understanding among the peoples of the world—and how they can do still more. Full of attractive pictures, this booklet can be obtained from the U.S. National Commission for UNESCO, Washington 25, D. C.

Private Showing.—A recently invented earphone attachment permits you to hear the voices of speakers over the television set without disturbing other members of the family who want quiet. But who will invent a private eyepiece that can let us enjoy the show without putting everyone else in the dark?

A Notice to Our Subscribers

If the first two code figures just below your name and address on this issue of the magazine are 1-51, this means that your subscription will expire with the January *National Parent-Teacher*. We suggest that you renew it now to avoid delay in receiving the February issue. Send \$1.25 to the National Parent-Teacher, 600 South Michigan Boulevard, Chicago 5, Illinois.

An Educational Fairy Tale

What's worse than physical pain to a bed-ridden youngster? The loneliness of being separated from his friends and the dread of falling far behind in school. But nowadays, thanks to modern ingenuity, illness need hold no such emotional hazards for the school-age child.

Here a supervising principal, skeptical at first, describes an experiment that wrought a miracle.

Robert F. Zakary



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IT IS ten minutes of nine and the members of the seventh grade of the North Merrick School are settling in their seats preparing to start their morning activities. The teacher calls the roll, and each pupil answers "Present." But strangely enough, one pupil, Roy, who answers "Present" with the others, is actually still in bed at home, about half a mile from the classroom.

This is not a hoax on the teacher. Roy is ready and willing to work. His books are open on the bed. His lessons are prepared, his homework done. A victim of rheumatic fever and in bed on orders of the doctor, this boy is being taught through the use of the school-to-home telephone service.

Roy's particular story reads like a fairy tale. Six months ago he was one of the eleven hundred pupils in the school of which I am supervising principal. He was a little better than average in most of his studies, rather shy, and one of thirty in his class. In January he was ordered to bed by his family doctor as a precaution against rheumatic fever. His parents requested that the school provide a home teacher to visit him, and this service was made available. Meanwhile, through the interest of another child's parent, the possibility of using the school-to-home telephone service was brought to our attention.

This service consists of an intercommunication system set up between the class and the home. My first reaction was that it was just another gadget, more or less in the nature of an experiment, that would take time and energy to administer and cause more confusion than it was worth. However, a trip to New Jersey, where the system was in operation, soon convinced me of the error in my judgment. In two different schools I found

This is Roy "at school," eagerly waiting his chance to turn the switch and join in the class discussion. His companion, however, is thoroughly bored with the whole proceedings.

children who, in spite of afflictions, were once again enjoying contact with their classmates. The fact that school officials, parents, and the children themselves were so eager to show me the benefits of the service convinced me that we should get the device for use in our school.

Once we had the approval of the board of education and the cooperation of the telephone company personnel, the next step was to get the consent of the boy's parents to have an installation made in their home. It was also necessary to talk with Roy's three teachers so that they wouldn't feel too apprehensive over this new method of instruction. As this was to be the first installation in the New York City and Long Island area, and the second in New York State, we truly felt that we were pioneers and were keenly interested to see how it would work.

Roy Meets His Public

When the story was given to the press, editors sensed a human-interest approach, and the school and Roy's home were besieged by photographers from the various papers and news services. At the end of the first day we were sure that if half of the pictures taken were used, the North Merrick School would surely be on the map. Roy was already beginning to feel a little less shy with people. After the first few days things began to return to normal in the classroom, and we all felt that our experiment was going to be most successful.

Roy, however, kept on getting attention. Letters, cards, and even gifts began to arrive from well-wishers. A whole third-grade class in Newark sent him individual letters. A doctor in St. Louis wrote giving encouragement and advice. A parent from Florida told how his child had recovered and was able to resume athletic activities. Roy decided to make a scrapbook of these letters and the articles clipped from the newspapers.

As a result of the press publicity, representatives of the State Depart-



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Members of Roy's class keep him up to date on school activities.

ment's *Voice of America* asked if they might make a tape recording to be used in their European broadcast in several languages. Again the classroom and the home became the scene of great activity, with many strange men requesting many strange things. Playing back the recordings they made for the broadcast was most interesting and educational for all of us—and Roy's voice went to Europe!

Then the telephone company asked to be allowed to take motion pictures of how the system works, and now Roy will be in the movies. We do not know what further things we shall be asked to do, but we do know that when Roy rejoins his class as an eighth-grader in the fall, he will have had experiences that he never could have envisioned even in his wildest daydreams.

From Sick Room to Schoolroom

Roy's case, because it marked a pioneer experiment, makes a thrilling story. Much more important, however, is its promise for other

homebound children, few of whom will be singled out for such special notice and attention. The school-to-home telephone service offers untold opportunities to thousands of unfortunate youngsters in America who because of some ailment are unable to receive direct instruction in a classroom.

The physical installation is comparatively simple. A combined loudspeaker and microphone set is installed in the classroom, and the sound of voices is transmitted over telephone wires to the child's home, where another speaker is set up at his bedside or in some other convenient place. The voices in the classroom are carried with surprising clarity to the home.

When the patient wants to talk to his classmates or his teacher, he presses down a lever on his microphone and his voice comes back to the classroom with equal clarity. In this way it is very easy to speak between the two points. Where classes are held in more than one room, the microphone can be car-

ried from room to room and be plugged into a wall fixture.

From a financial standpoint the costs are most reasonable. We were able to rent the equipment for a minimum period of six months at a total cost, including installation charge, of \$97.50. We have continued to provide home teaching, and twice a week Roy is visited by his teacher, who works with him to supplement his daily lessons.

With the experience of three months' use on which to base their judgment, the teachers, the parents, the pupils, and Roy himself all feel that this is the best method for teaching homebound children. It is my opinion that this service should be adopted as standard practice for those thousands of pupils who will benefit from it.

Value Proved—and Approved

In preparing this article I consulted everybody involved in the experiment. The family physician was most pleased at the change in his patient's outlook. Roy's mother confessed that before the installa-

tion she had hoped that the doctor would decide against it because the whole family was apprehensive over its value. Now she thinks it unbelievable that her son should be so fortunate as to get instruction by this method. Roy is definitely more happy and contented because he can "be with" his classmates again. Before the installation was made it was hard to get him to study because he saw little use in it. Now he is kept busy all during the school day and must be on his mettle if he is to keep up with the others. Roy's mother has been trying for eight years to get him to say, "Yes, sir," and "No, sir" instead of "Yup," and "Yeah." But when he heard his own voice and found out how he sounded, he broke himself of the habit.

The teachers too felt that the system might not work out well. Some of their present comments are "Amazing!" "Wonderful!" "The boy's life has been changed!" They realize, too, that their teaching must be made more realistic, that they must not waste words, that

they must be concise. When the teacher cannot see the look of enlightenment on a child's face, it becomes more necessary than ever to be sure he understands the work being taught. This may slow down the classroom teaching a bit, but it is slowed down to a point at which all the pupils actually get a better understanding of the ideas presented. A subject such as arithmetic, which lends itself to visual illustration, is a stimulating challenge to the ingenuity of the teacher who must "put it across" using verbal explanations only.

Roy's Side of the Story

It was interesting to ask several members of the class what they thought about the system. They all felt that they had become more aware of noises and disturbances that would prevent Roy from hearing. Also, if the pupils and the teachers did not speak clearly and enunciate well, Roy would not understand what was being said. Explanations have to be made carefully or they will not be understood.

Roy himself is more than pleased with his new opportunity. Before it was available he said he was bored. He felt sure in his own mind that he would be left behind. He wondered when he would be able to get up again. He would also wonder what his class was doing. He envied his classmates in school because they were all having a good time.

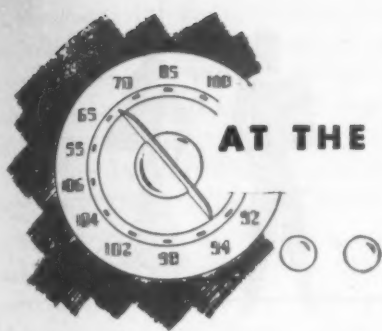
Yes, he says he was getting awfully sorry for himself, but now schoolwork is lots of fun. He doesn't have to get information at second hand any more, and he once again feels that he is part of the group. He marvels at the change, saying thoughtfully, "It doesn't seem possible that things could happen this way."

Yet it is possible for things to happen this way and for many afflicted children to receive added hope, training, and social stimulation from the school-to-home telephone service.

Maurice McCollum, Roy's teacher, conducts a social studies class while Principal Zakary looks on and Roy, from his bed half a mile away, contributes his share.



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AT THE TURN OF THE DIAL

Thomas D. Rishworth

*National Chairman, Committee on Radio and Television, and
Director of Radio House, University of Texas*

THE STORY of the first half of the twentieth century is the history of the greatest development in communications mankind has ever known. We have seen the development of the motion picture, aviation, recordings, color photography, radio broadcasting, television, and facsimile and new printing processes that have brought books, periodicals, and newspapers to millions never reached before.

However, these channels of communication are lacking in impact because the constant repetition of labels and symbols has given us a mass mind. We need the mature thinking of the man who recognizes his relationship with his fellow men. I do not say that those who are in control of our communications must for twenty-four hours each day furrow their brows over the imponderables of humanity. We need relaxation. We need escape. But we need meaning also.

And people *will* respond to meaningful material. We have seen that in the tremendous audiences developed during the past few months for the broadcasts and telecasts of the United Nations Security Council and General Assembly meetings. The people of forty-one countries hear daily reports of UN activities.

Spanning Time and Space

Of all the mass media, radio can bridge the distance that separates nations and peoples in the shortest time. When facilities are made available, television too will take its place as a national and international forum. Never before has man been more aware of man. Never before has there been greater opportunity for the exchange of cultures, ideas, and a common faith in the dignity of man. This we owe to radio and television, to motion pictures, and to the press.

But all media for mass communication must answer one challenge: that the very availability of these media has made us more narrowly isolated in our attitudes toward other peoples. We are stereotypes, rubber stamps of one another, and each of us is rubber-stamped according to nationality. We need more statesmen with world vision—and more people who can hear and understand what they say. We need to develop those areas of international understanding that are the bases for an enduring peace in the world. And this can only be done with a thinking people, an

informed people who have at hand the materials from which they can arrive at their own judgments.

Parent-teacher leaders from every state in the Union met last September at Lake Success and Flushing Meadow during the international relations workshop held by the National Congress of Parents and Teachers. There we saw and heard the delegates from sixty nations as they struggled to lead the world out of its present confusion. We sensed anew the responsibility of each one of us to redouble our efforts in support of the United Nations. The deliberations of this great assembly of the peoples of the world are broadcast daily through more than three hundred stations in our country alone. It is our duty to stress the importance of listening to the United Nations on the air. It is our opportunity to commend station managers wherever these programs are available locally.

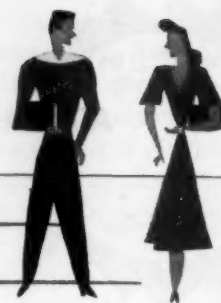
It is our task to develop community projects in international understanding and to use these projects as materials for P.T.A. broadcasts—until every radio station in our country is doing its share to interpret the United Nations to each and every neighbor across the back-yard fence.

Radio Serves the Citizen Child

In America we have some thirty-five thousand parent-teacher associations. Would it not be possible for each P.T.A. to organize in its community a United Nations of its own? Consider the impact of thirty-five thousand miniature security councils and general assemblies in every high school in the land! And think of the added impact if each of these United Nations in miniature could be heard on the air!

We need communication one with the other in terms that are significant in the world of today. We can listen, look, and read as a reflex action, but the communications media must lead us to do more than this. We must use these media as springboards for our curiosity, our developing appreciations, and our reason, so that the problems of all men may be shared and a common solution found in the United Nations. This is the duty of every P.T.A. in this land of ours: to serve the citizen child through broadcasting the message of the United Nations to every one of our borders—and beyond to the four corners of the earth.

WHAT'S HAPPENING IN Education?



● *In our elementary schools we have the two-shift system because of a shortage of classrooms, and many of the children run the streets when they should be in school. We know we should have more schools and more money for teachers. Some teachers have classes of thirty-five or more, and you know what this means! To correct these evils we will need money—tax money. Yet with increased federal taxes it has become harder than ever to raise local taxes. I suppose other cities are having the same difficulties, and I wonder what is being done elsewhere.—Mrs. H. F. D.*

Every parent-teacher association and every other community group will recognize that the storm warnings are out for education. We can expect months and perhaps years of serious trouble. Inflation ups the price of everything the schools buy and depresses hard-won increases in teachers' salaries. Higher pay-as-you-go federal taxes leave less and less for local and state revenue. Meanwhile more and more children pour into our classrooms.

It will be necessary, I think, for P.T.A. school education committees to wrap their minds around some very complex mathematics—to look at community taxes, yes, but beyond them also.

Where? As a starter write the U.S. Chamber of Commerce, 1615 H Street Northwest, Washington 6, D. C., for its new booklet on school finance. It may give you courage, in your search for more funds, to discover that the United States today spends much less, percentage-wise, on education than it did ten years ago.

To know where and how your state stands, send fifty cents to the Superintendent of Documents, U.S. Government Printing Office, Washington 25, D. C., for *Public School Finance Programs of the Forty-eight States*, new publication (Circular No. 271) of the U.S. Office of Education. As a measure of the worth of digging into these stony facts, consider the calm prediction made in the pamphlet: "Enough is now known about school finances so that, if this knowledge were properly applied, there could be greatly improved programs of financial support in every state and for practically every school system."

Here is your handy guide to the whole subject. It

is readable and understandable—qualities seldom found in writings on school finance. It answers, or suggests how to answer, questions every school patron must face, such as:

How much should the citizens of each state and community invest in the support of their public schools?

What proportion of the funds for school support should come from state sources?

What should be the place of the general property tax in the school support program?

What is an adequate foundation program of education? ("A reasonably satisfactory foundation program should cost in the neighborhood of \$200 per pupil per year, or about \$5,000 per classroom unit.")

Final note: Tables in this document enable you to compare your state with other states.

● *I read recently in a state educational journal about a small school having its own FM radio station. Is it possible for any school to broadcast? Where can I find out about this?—H. M. (supervisor)*

More than twenty schools and libraries in small towns or cities—and some not so small—now have their own low-power transmitting stations. City school systems in Greenville and High Point, North Carolina, and New Albany and Huntington, Indiana, operate such stations.

Sometimes high schools build and run these FM stations. That is the case with Evanston Township High School in Illinois and Oceanside-Carlsbad Union High School in California. In New Orleans even an elementary school, the P. G. Beauregard School, is the proud possessor of a license to broadcast over WBEH. The library of Louisville, Kentucky, also has a radio station, and many licenses have been issued to colleges.

These stations can be heard very clearly on sets within eight to ten miles from the transmitter. In most cases this gives them a voice that penetrates the entire community. The fact that they broadcast with the low power of ten watts, about enough for an electric iron, means inexpensive equipment, which generally has a long life. For an investment of about

a thousand dollars a school or library can broadcast regularly to the homes in the area it serves. This figure does not include studio equipment, but in any case the total is about one fifth or one fourth the cost of a modern classroom.

Within the last few months the Federal Communications Commission has made it even easier for a school to become a broadcaster. It has eased the requirements for operators of low-power, noncommercial, educational stations. A boy who can learn to operate a police-car radio is now eligible to operate a ten-watt school station.

For information on low-power educational FM stations I suggest you write to the Radio Division, U.S. Office of Education, Washington 25, D. C.

• *Our P.T.A.'s are no longer satisfied to have on their programs just any motion picture that happens to be around. What we need are good pictures that fit the topics of our meetings. Where can we turn to find the right films?*—Mrs. L. E. C.

First, consult the list presented by Bruce E. Mahan, national chairman of Visual Education and Motion Pictures, on pages 33 and 34 of the June 1950 *National Parent-Teacher*—"Films To Help Us Learn." Then write Dr. Mahan, who is dean of the Extension Division, State University of Iowa, Iowa City, to find out about more recent lists of films for adult education groups.

Next, ask your local or state P.T.A. chairman of visual education and motion pictures where to obtain selected lists of films. Very soon the Educational Film Library Association, 1600 Broadway, New York 19, New York, will issue a "list of film lists" on various topics.

Now about quality—a matter that has received too little attention. Last year a panel of audio-visual leaders voted on the outstanding 16mm informational films of 1949. Here they are:

Alcohol and the Human Body (Encyclopaedia Britannica Films).

Farmers of India (United World Films). One of thirty-eight fine films on geography produced by Louis de Rochemont Associates.

Henry Wadsworth Longfellow (Encyclopaedia Britannica Films).

The Loon's Necklace (Encyclopaedia Britannica Films). A Canadian film that recounts an Indian legend in color, using native wooden ceremonial masks to depict characters.

Over-dependency (National Film Board of Canada). Excellent mental hygiene.

Picture in Your Mind (International Film Foundation). An appeal to root out prejudice.

Princeton (International Film Foundation, Affiliated Film Producers, and Princeton University). Insight into the real purpose of higher education.

Sampah Family (International Film Foundation). Life of a Chinese river family.

Who Will Teach Your Child? (National Film Board of Canada). The problem of training teachers and then holding them in their profession.

• *Our school system is thinking of changing its report card form. What is now considered to be the best type of report card for modern schools?*—E. P. L.

I doubt that there is a best system. "Best" must always be judged in terms of what each community wants—and especially what parents want. Adoption of a new type of report card offers a golden opportunity to get the whole community thinking about the policies governing education both in the school and in the home.

Go back into your files of the *National Parent-Teacher* to the issues of January 1949 and November 1949. In each you will find an excellent article on this very problem of yours written by a practicing expert—"The Truth About Report Cards" by Ruth Strang and "School Reports and Reporters" by Blanche Paulson.

You might take a hint from the methods used in Midland, Michigan, as recently reported by Superintendent Ernest R. Britton in *Know-How*:

With the report card issue hot all over America, we in Midland decided to build a better plan of reporting pupil progress to parents. A poll of parents and teachers (900 replies from three fourths of all families) revealed that parents want at least four cards a year, want all subjects graded. A combination of letter marks and descriptive phrases with checks was the type of marking most desired. Teachers want only four reports, disapproved of letter marks for elementary students, doubt if they can or should make such judgments, voted for different cards for early and later grades. Comments were made that there should not be much competition in the early years. There was an overwhelming sentiment for parent-teacher conferences if arranged outside of class time. Mothers and fathers agreed almost without exception in their replies.

After weighing these opinions and balancing them with sound practice as gleaned from scientific studies, experimental forms were drawn up for grades K-6. A few briefly summarized goals are stated for each subject taught in each grade level and for each grading period. Unsatisfactory work toward each goal is to be checked. This form is filled out in duplicate at each parent-teacher conference, the parent taking one copy. No formal report is sent home. Four conferences a year are officially recommended. . . .

What has happened as a result of this experiment? Although 75 per cent of all parents have come for conferences, objections are being registered about not getting a "report card." Several parents and a few teachers say this "Record of Student Growth" overemphasizes the negative approach, in spite of the fact that meritorious work is recognized by comments written in a space provided for this purpose on the form.

Parents who really want their child to make the most of his opportunities in school, and are not anxious for the flattery inherent in comparing his achievements with others, register endorsement of the plan and the form. Teachers are coming to like it, if conferences can be kept short. Yet the parents who want to compare their children's reports with others are many—and they're vocal.

I like the candor of Superintendent Britton's conclusion: "Shall we relent? If not, what should be done?"
—WILLIAM D. BOUTWELL

Lots of People Are Human

4

When problems press, the troubled soul looks for guidance and support to someone other than himself.

When that someone is you, do you lend him your strength or help him to increase his own?

What greater service can one person give another than to clear his vision and deepen in him what Wordsworth called "that sense of wonder without which men do not truly live"?

Bonaro W. Overstreet



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Not by Good Resolutions or by Good Advice

THE FOUR most common methods by which people have tried to change others have been to urge good resolutions upon them, to admonish them, to give them advice, and to punish them for wrongdoing. With centuries in which to prove them-

selves, these methods have yet failed to produce a mature and happy mankind. Only now, however, in this psychological age, can we point to the reasons for their failure. They all try to add "goodness" to the individual from the outside—as a

donation from someone else. They all diminish rather than strengthen him, for they all put the emphasis on his faults and his dependence upon others. Not one of them touches the core problem involved in human change—that of getting

a person to see for himself what he has never seen before in the life situation he faces.

As we have noted in earlier articles, the necessary first step toward improved action is improved seeing. The question of how we can help people to handle life better becomes, then, primarily the question of how we can help them to deepen and expand their seeing.

Help Toward Self-reliance

There appear to be six things we can do, six things that are not mutually exclusive but that all come together under this one covering principle: To help a person toward improved seeing, and therefore improved responses to life, we must build up his stature as a person rather than diminish it; we must reinstate in him the idea that he is capable of standing on his own two feet and meeting life's demands.

The reasons for this imperative are not hard to grasp. The first is simply that an individual consumed with anxiety about himself—with guilt feelings, fears, and self-reproaches—is in no emotional state to turn his attention outward toward the realities of his world. Even when he tries to look outward, he will still be looking through the distorting lens of his acute self-concern. The attention we human beings have to give to our surroundings is always a sort of *plus*; it is what we have left over, so to speak, from the demands of our own emotional life. The person who is consumingly worried about himself simply has no such *plus*. If we want him to have it, we must rely on methods that will build up his self-confidence and self-respect rather than tear them down.

The second reason why such methods are called for is that it takes a very considerable output of psychic energy for a human being to change himself in even a minor respect. If we want him to change, we have to help him get that necessary energy—and this we will never do by inducing in him the depres-

sive emotions of guilt, fear, and self-contempt.

A word of caution may perhaps be needed here. We cannot build a person up on a diet of false optimism. It does not solve his problems to slap him on the back and say "Of course you can!" when both his experience and his inner convictions tell him that he cannot. Such irresponsible heartiness may only make him feel more than ever isolated and inadequate. To build a person up means quietly to help him discover genuine, reliable bases for self-trust. What, then, are these six things we can do?

The Dynamics of Good Will

The first is to surround the person with affection that he can trust—so as to give him firm assurance that, no matter what mistakes he has made or may make in the future, he can be sure of another person's caring. So important is this that we might almost say no one of us has a moral or psychological right to try to change a person toward whom he himself cannot feel a warm good will. It is a deep affront to the integrity of a human being to dislike him and to tamper with his private problems at the same time.

Parents can help their children toward emotional maturity only as they love those children and only as the children feel loved. A teacher can help problem students only to the extent that those students are given sound reason to believe that the teacher likes them in spite of their failures and misbehavior. An employer can raise the level of office or factory morale—and behavior—only as he conveys through his policies the fact that his employees rate with him as *people*, not merely as cogs in a production machine.

The second resource at our command is a kind of substitute for giving advice. When a person who is facing a problem or trying to make a decision does not know what to do next, we can resist the temptation to provide an answer and can

instead provide a stimulus to his own further independent thinking.

An adolescent boy, for example, may be painfully and interminably hesitating between going to college and taking a job. If this boy's father is a chronic advice giver, he may try to settle the matter out of hand: "Take my word for it, the thing for you to do is . . ." In desperation, or even in relief at having someone lift the burden of decision from his own shoulders, the boy may take his father's word. But the inner doubts with which he has never really come to terms will still be there, and some part of the psychic energy he needs to make good his choice will be drained off in a battle with these doubts. His stake in the decision, moreover, is that of dependence, not independence. If things don't go well, he has an "out"; he can say that the wrong choice was made for him through no fault of his own.

It won't help, either, for the father to try forcing the boy into independence, "Make your own decision. It's your problem, not mine!" But it may help greatly for him to say, "Well, can't we figure out, somehow, what's at stake in all this? I mean the difference that your choice will make to you. There's the very important question of what you as a person are likely to enjoy doing for a lifetime, day in and day out. The types of problems you like to wrestle with. The materials you like to handle. All that sort of thing. There's the question of companionship too. Which choice is more likely to bring you friends and fellow workers you can enjoy being with—not just for a few hours but for years? Then there's money to consider. Not merely the fact that college would mean an outgo while the job would mean an income, but the prospects for the future. I'd like to listen while you try to draw me the long-range picture as you see it."

Such an offer of companionship does not tell the boy what to think, but it helps him to set up his prob-

lem so that his own thinking about it can be constructive rather than a miserable seesawing between doubts.

Words Can Open Windows

Closely related is the third thing we can do. Dealing with a person who is disturbed about himself in any vital respect, we can create what psychologists call a "permissive atmosphere"—that is, an atmosphere in which he can talk out all his confused feelings, even those of which he is ashamed, without the danger that he will be rejected or condemned. The principle here, well tested by the practices of counseling and psychotherapy, is that most people prove to be their own best problem solvers if they are given a chance to get their problems verbally out into the open and there look at them objectively.

The fourth approach acknowledges the fact that nearly everyone who is deeply disturbed about himself is disturbed about his human relationships. Other people remain, somehow, a mystery to him—and a threat. He does not know what kind of response to expect to his own actions, and he never seems to learn. He has no confident sense of knowing what another person is thinking or feeling, so that he is always, in his dealings with others, going it blind.

One way in which we can help such disturbed people is to *introduce them to the human race*: to pass on to them all the clues we can know about human nature and

human behavior. Thus we may help them to gain a tentative sense of knowing their way around in the human scene, so that they can perhaps venture upon more independent experiments in talking, working, and playing with other people.

Next we can try to find out at what specific points our problem person—that is, our problem-ridden person—has his most acute experiences of feeling inadequate. Does his chief difficulty seem to lie in his job? His social life? His domestic life? Oddly enough, he himself may never have thought of it as having any specific location, since emotional problems that arise in one area of life tend to spill over into other areas. He may simply have thought of himself as "just no good."

If he once becomes aware of the points at which he is most often caught off guard in his attempts to deal with life, he can then be helped to gain new skill and knowledge fitted to his need. His vague, unmanageable problem will, in short, have been brought within manageable bounds.

Invitation to Awareness

Then, briefly, the final point. Many people see inadequately because their seeing is too monotonously routinized—because their experience is itself routinized. Every day they repeat the same motions, in the same situations, surrounded by the same people. No new stimulus is thus offered to their imagina-

tion. No new demand is made upon their attention.

We render a genuine service when we lead such a person into a new experience; when we put a mind-stretching book into his hands, invite him to meet people whose background is very different from his own, give him a slant on how strange his familiar environment would look to him if he saw it through the eyes of a biologist, say, or an artist or a sociologist. To be constantly surprised at life seems essential to the continued growth of our awareness, and a continued growth in awareness is the only thing that can assure an ever increasing richness and accuracy in our responses to life.

The poet Robinson observed, with some amusement, that

*We die of what we eat and drink;
But more, we die of what we think.*

So far as responsiveness to life is concerned, we die of what we fail to see—of stultified awareness.

Such death can set in because we are consumed with anxiety about ourselves, because we have too skimpy a knowledge through which to look at our many-faceted world, or because we have become too routinized ever to be astonished at what is around us. It is about such *death of awareness* that we must be concerned wherever we want to try to change human behavior, in ourselves or anyone else. It is to the *resurrection of awareness* that we must devote our insight and our caring.

Quarters for Headquarters

More than most holidays, Christmas has traditionally belonged to the family. It is a day when distant cousins not heard from all year long are welcomed home again. It is a day when friends love to remind one another that their affection still is strong, when hearts warm at the remembrance of shared experience. Little wonder, then, that at this mellow season the parent-teacher family too should think fondly of its own home, soon to be built in Chicago, Illinois. Symbol of the organization's unity of purpose and strength of membership, the headquarters depends entirely on the voluntary contributions of men and women like yourself from Maine to Hawaii. The drive is on—"Quarters for Headquarters." Have you given yet? Can you give more?



© Ewing Galloway

*Are you tired of hearing that
the conditions of
modern living prevent
the wholesome, happy
home life our parents and
grandparents enjoyed?
Why should there not be,
today as yesterday,
opportunities aplenty for
shared responsibility,
shared work, shared fun?
The answer: There are!*

Having Fun Together

Adele Franklin

IN THESE DAYS of rush and hurry, of spectator sports and canned entertainment, many families have lost the art of having fun together. Parents are worried and anxious. They feel critical of themselves and resentful of the blame thrown upon them. They are confused by the so-called experts. One day the overly protective "mom" is berated in a magazine article; the next, some judge is quoted in the newspaper as stating that parental neglect is responsible for all juvenile delinquency. "Don't attempt to guide your adolescents," says a radio adviser. "Leave that to their teachers or to a friend."

True it is that if parents and children have lived

a separate existence they cannot begin building a closer relationship at the time of adolescence and expect to have it completely satisfying. But if from our children's earliest days we have made a real attempt to create a democratic way of living in the home, we can steer ourselves safely between overprotection and complete isolation.

A family does not become a unit through the will of one member but through the growth of mutual understanding and respect. It develops by means of careful planning and household management that makes it possible, even in our busy lives, to arrange time to be together. It comes about when consider-



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able thought is given to utilizing the limited space in the house so that there will be room for Johnny's collection of rocks, for Dad's workbench, and for Mother's curio cabinet. It comes about when children feel they really belong to the family, not only because they are loved and cared for but because they too have a part in the family activities, in the planning and work of the household.

The average modern home offers very real potentialities for cooperative living, so that each individual may have opportunity to liberate the creative powers that exist in all human beings. We cannot eliminate our ready-made pleasures, and we do not belittle their value as a means of diversion and relaxation. But there is no excuse for limiting ourselves to them when on many occasions we can substitute some active recreation that we may seek and grasp and make our own.

In a recent study of the home life of 158 well-adjusted children there is only one point of similarity in the homes studied: In all but six cases the children mentioned *doing things together as a family*. They told of reading, of music, of games, of entertaining friends, of money "used for trips instead of for things," as one child put it.

Nowadays the members of a family seldom share gainful work, but every family has a job to do, the job of developing individuals who enrich themselves and each other as they live together, who are maturing wisely in the process. Yet it is a job that must be undertaken not with grim determination but with the inner conviction that the family as a unit is the basis for a sound way of living and that modern knowledge about personality growth can help us to lead richer and fuller lives.

Democracy on the Home Front

A nursery school child sat before her blocks and carefully spread her dolls out on the floor of the house she had built. "This is my school," she announced. "The children are learning to relax." Never

considered one of the three R's of the ordinary school curriculum, learning to relax is seldom taught and less seldom learned. It is, however, one of the essentials for healthy living and is the keystone of a good family life. Our goal and chief objective is to enjoy ourselves and each other, and sometimes the first step is to spend a little time just talking and listening to each other.

A small boy who had never before spent time with his family put it as simply as this: "Sometimes you talk and I listen, and sometimes I talk and you listen." In the rush and hurry of modern existence the family seldom gets together except at mealtime, and even then there is apt to be a feeling of pressure to get somewhere—if only to the television set. A successful hostess at a dinner party guides the conversation so that all guests have a chance to participate and the interest of each is considered. Often family conversation needs guidance, too. Children should not monopolize the conversation, but neither should they be completely ignored throughout the meal.

"Now that we have a television set I actually see my children," remarked a mother. Much as we may decry television and much as we might prefer to see more than the back of the heads of youngsters whose eyes are glued on the screen, television can actually serve to bring the family together. It may be necessary to have a consultation about the use of the set instead of an arbitrary decision handed down by the parents, which is bound to create wrangling. Some families have successfully planned their schedule of listening so that everyone can have his share of enjoyment. Certain hours are given over to programs for the younger children, and certain hours are reserved for the teen-agers. The adults also have their time, which may or may not coincide with that of the children.

One family I know sat down together as a group and talked over the use of the television set. The parents were pleasantly surprised at the sensible suggestions made by the children and still more pleased with the children's acceptance of regulations that they had had a share in making. Instead of criticizing programs enjoyed by various members of the family, they found themselves discussing what constitutes a good program.

When Outings Are Really Fun

Family outings are always more successful if they are planned for in this same way—or, as Agnes Benedict and I call it in our book, *The Happy Home*, by a "family conclave." All too often a haphazard attempt to do something together has turned a supposed pleasure excursion into a none-too-pleasant exertion. Mother laboriously packs a lunch for the family picnic and with Spartan courage sets forth on a day's outing because she thinks she is pleasing Dad and the kids. But actually Dad and the boys are ach-

ing to spend the day working in the shop and give up the idea only because they don't want to disappoint Mother! And there is nothing more devastating to any activity than a grim determination to have a good time.

Likewise an outing may become a formidable affair with some distant point as its objective. The family car has almost made the leisurely stroll a lost art, and our eyes are so well trained to focus on far places that we overlook the interesting spots near by. Our cities are full of fascinating corners waiting to be explored. If you have never wandered around the docks or railroad yards you have missed a fascinating experience. There is no need to hurry. Just stop, look, and listen. Here is cork from Spain, wool from Australia, wheat from Canada—the whole world on our own doorstep. And after such an expedition there aren't many families that can resist a peek into the atlas when they get back home, "just to see where that cargo really came from." But don't make the atlas a prerequisite to the trip or a *must* afterward. This is a pleasure trip, not a lesson. Seeds of knowledge grow readily in the fertile soil of exploration.

Widening the Field of Shared Experience

Paradoxically enough, the most successful way for a family to have a good time is for each person to plan to enjoy himself. In the family that has developed the habit of talking things over together there can be a give-and-take that considers the desires of individuals as well as the interests of the group. It is amazing how often the members of a family are totally unaware of common interests or even of one member's special interest. "Marjorie has us all singing folk songs since she began discussing them with Grandpa. He knew some ballads none of us had ever heard. And we hadn't realized what a sweet voice Marjorie has and how much fun we could have singing harmonies together."

Everyone may not be interested in the technical side of father's job, but sharing amusing incidents at the office or even talking about the work done in office or factory brings the family closer together. It is also a help to listen to accounts of the children's activities. Too often grownups aren't interested in anything but school marks or behavior, and the parent knows as little of the child's world as the child does about the grown-up world. As a classroom teacher I have often been amazed to find boys and girls of nine and ten who have no idea what their parents do for a living.

On the other hand, there is the Boone family. Mrs. Boone has run a boardinghouse ever since Mr. Boone died—when Billie, her youngest, was only five. She serves meals three times a day six days a week and

twice on Sunday. People come to Mrs. Boone's not for the simple home-cooked meals alone but for the pleasure of feeling the cheerful, restful atmosphere of that household.

Supporting three children and herself by cooking does not leave her much leisure, but Mrs. Boone always has time for fun. Sunday includes going to church before dinner and an adventure in the afternoon. Sometimes she plans a surprise for the children; at other times they all sit down together and plan their day. It may be a trolley ride to a near-by town, just for a change of scene and the fun of pretending they are traveling to far places. Sometimes on a rainy day Mrs. Boone produces a new book, which they all read together. Now and then they invite others to join them, and occasionally one or both of the older children go off with their own friends. But this family have such good times together that those of us temporarily away from home bask in the warm glow of their happiness and share vicariously in their fun.

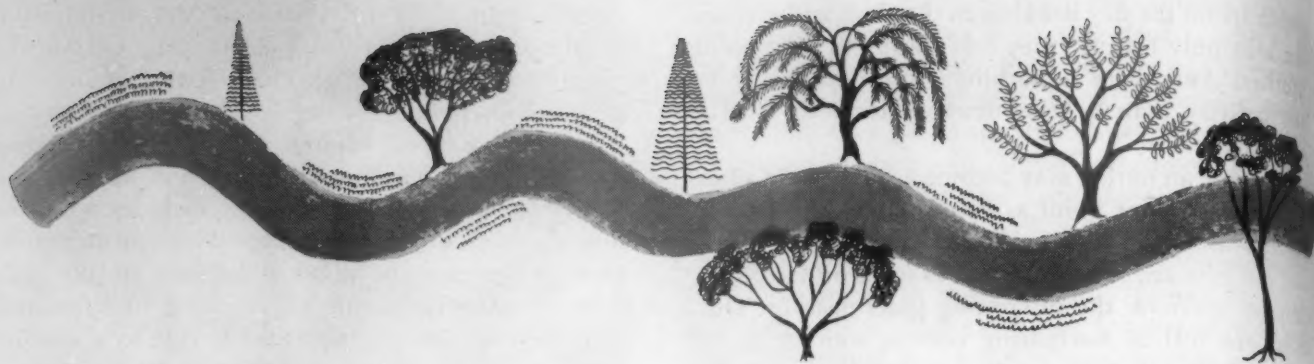
Some families I know have developed a regular story hour on Sunday evenings. Friends visiting the house like to sit in that family circle and listen. Sometimes the story is one that is suited to the younger members of the household but ageless in charm and appeal. Sometimes the story is on an adult level, and the younger children play quietly in the same room, hearing and absorbing whatever has meaning for them.

The Holiday Habit

For families who have not been in the habit of doing things together an excellent starting point is a birthday or festive holiday. Instead of Mother's making all the plans herself, let her bring the subject up at dinner some evening. Let her find out what ideas the children have for the menu. Perhaps they would like to make some decorations for the room or table. They might have some ideas for things to do. Do not be surprised, Mother, if at first they sit back and expect you to plan. If you've always done it yourself they may be slow to respond, but when they do—and I have never known them to fail—you will be surprised at the increased enjoyment both before and after the party.

Experiences that are shared make family living the most satisfying thing on earth. Whether the house is large and elaborate or small and simple, it will have the indefinable quality so beautifully portrayed in that incomparable book *Cry, the Beloved Country* and expressed in a song based on the book:

*It is not much to tell about,
It is not much to picture about,
The only thing special is—it's home.*



Poetry Lane

The Fledgling

No season is more vulnerable than this
 Raw interval between the child and the man
 When self emerges from her chrysalis.
 The liberation that his birth began
 Is now complete, and the protecting sheath
 Of unawareness that the child has worn
 Is sloughed away. Already underneath
 The rough, abundant thatch or silken crown
 Of the young head, spring fresh uncertainties.
 The long bones thrust beyond the sleeve, while yet
 The almost-man looks out from childlike eyes,
 Finding the new-discovered self beset
 And doubtful of her mettle. Pride and fear
 Possess man's fledgling in the fourteenth year.

—BETTY PAGE DABNEY

Winter Witchery

The quiet white of beauty lies upon
 This street where icebound elms are bending low
 Like praying friars kneeling in the snow.
 I listen to the silver antiphon
 Of chanting frost as through the drifting stars.
 I walk along cathedral aisles of night,
 And learn that peace is carved in shining white.
 A subtle moon has pruned the shadow bars
 Of trees to warn the hour is growing late,
 But still I linger, only half aware
 That moon and stars are going by, and there
 Is yellow warmth inside and dreams that wait.
 All sense of time's realities is lost
 To one who walks through witchery of frost.

—BEATRICE BRISSMAN

Lines at Christmas

Napoleon hoped to leave unfurled
 His flags wherever reached the world.
 Fate smiled at first, but soon instead
 A million of his men lay dead;
 And then, beneath a burning sky
 A lonely island watched him die,
 And he left nothing for the ages
 Except a lot of bloody pages.
*An ancient trumpet sounds again:
 Peace on earth, good will to men!*

Then Hitler left a world in waste
 To gratify a brutal taste
 For power and glory, bought with blood,
 With death by fire and sword and flood.
 The earth awhile was but his throne,
 And then he died, disgraced, alone.
 And he left nothing for the ages
 Except a lot of bloody pages.
*Still sound those joyous words again:
 Peace on earth, good will to men!*

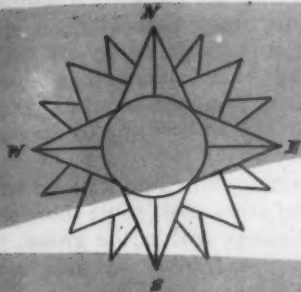
And tyrants all, whate'er their fame,
 Will leave their records just the same.
 They cannot buy with others' blood
 The smallest part of human good.
 An olden law proclaims their end—
 Hopeless, forlorn, without a friend.
 And they leave nothing for the ages
 Except a lot of bloody pages.
*And then we hear those words again:
 Peace on earth, good will to men!*

—A. L. CRABB

December Golden Wedding

How well love shields you from your winter!
 Warm as a partridge berry under snows
 Love, independent of the seasons,
 Shines red beside the white of Christmas rose.

—MARY GRANT CHARLES



Guidance for Group Leaders: A Continuation

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DISCUSSION groups today are an essential element in American community life, and along with them there has sprung up, quite naturally, a deep concern with how people behave when they meet together—that is, with the dynamics of groups—and with ways of getting these people to accomplish their cooperative purpose—that is, with the tasks and techniques of group leadership.

Group dynamics is a term that in recent months has been seized upon and put into enthusiastic use by many adult educators, group leaders, and leaders-in-training all over this country. Such widespread zeal has often resulted in misunderstanding. In reality group dynamics simply means what goes on in any group of people who come together to talk over problems and arrive at decisions. However, many misconceptions have become associated with group dynamics in the popular mind.

What Group Dynamics Is—and Isn't

One of these misconceptions, for example, is that of "permissive leadership"—of a leader who just comes in and says to the group, "Well, here we are, folks. What do we want to do?" This type of leadership is used, but almost entirely as a training device in education for group leadership. In other words, it is used by people who meet together to study group dynamics. A nondirective, passive sort of leadership gets everyone frustrated, but it thus tends to sharpen the whole idea of people's dependence on a leader and enables them to see clearly what the problems of group discussion are.

But there is a strong difference between a group that meets for the purpose of learning about leadership and an action group that meets for one hour to decide whether or not to build a community swimming pool. Those are two extremes, of course. In the middle there are all kinds of other groups—action groups meeting over a long period of time or standing committees that operate several years, perhaps meeting once a week. Some groups are concerned both with action and with learning, and these may devote part of their time to training themselves for more effective leadership. The so-called permissive leadership method is not, therefore, appropriate in all situations.

Another misconception has come about because the phrase "group dynamics" is used in referring to two different activities. Social scientists use it when they endeavor to study, objectively and scientifically, what goes on in this or that kind of group, regardless of what *ought* to happen or how the people *ought* to behave. On the other hand, suppose that these same social scientists are trying to educate people in the methods of leading groups. This means that they must consider how a group *ought* to behave in order to get the best results. The difficulty comes when we confuse these two meanings of the term—group dynamics as used in research activity and group dynamics as used in training activity. The first has no moral viewpoint, no objectives, no goals other than to find out what goes on in groups. The other does have a philosophy. It says, "This is good; this is bad." "This is democratic; this is undemocratic." "This is scientific; this is unscientific."

What are some of the major techniques by which group dynamics are being studied today? One of the basic techniques in group dynamics training is that of *self-evaluation*. A group stops itself in midstream, looks at itself, and asks: "How are we doing? Why aren't we doing better? How is our leadership? How do we feel about ourselves at the moment?" And then the group will discuss itself for the purpose of airing any hostilities and negative feelings that may exist. Such a technique is profitable when the same group meets over a long period. If it will take even half of its meeting time to evaluate itself it will improve its own processes and be able to work more efficiently later on.

There are several specific devices that aid in this process of self-evaluation. For instance, one member of the group may act as an observer who watches what is going on and then reports his observations, thus providing material that stimulates the group to evaluate itself.

Another type of observer not only keeps track of what goes on but also attempts to analyze and interpret people's motives. Perhaps he notices that there is a repeated attempt by the group to avoid a certain issue. So he says, "Look, did you notice every time we came up against this issue, we ran away from it? It is my opinion that the group

is afraid to discuss it." Somebody objects and says, "No, I wasn't afraid of it," and then somebody else says, "Come to think of it, maybe we were."

In this way the group begins to explore the so-called "hidden agenda" of its meeting. It begins to take the skeletons out of its closet. There are dangers in this device if it is not carefully controlled and not handled by well-trained people. On the other hand, it can certainly be very valuable in helping a group to function effectively on an objective level.

Still another technique much used in group dynamics training is role playing. The idea is to get people to come before the group and act out human relations problems so that the group can observe and analyze them. For instance, suppose that in a P.T.A. there has been some kind of difficulty between the parents and the teachers and a meeting has been called to discuss this problem. It might be that a role-playing scene could be arranged—a scene in which someone plays the part of a teacher, someone plays the part of a mother, and someone plays the part of little Johnny. They go through an impromptu episode here before the group, each one trying to project himself into his role and saying what he thinks the mother or the teacher or Johnny would say. They attempt to react to each other quite spontaneously, and the group discusses what they have seen, trying to analyze the episode so as to gain insight into the feelings and motives involved.

Role playing may also be used for the purpose of trying out certain solutions. Let's suppose that, after seeing this scene, the group discusses and decides, "If the teacher had acted *this* way to the mother, it might have been better. Let's run through the scene again and have the teacher act that way with the mother and see what happens."

Again, suppose an expert comes before a group to tell them about some effective techniques with which he has had experience. Instead of telling them about how he handles people, he may show them in a role-playing scene. For example, say that a foreman in a factory who is very capable and very successful with his men is asked to teach the other foremen some of his methods. He can't express himself clearly in English, so they simply tell him, "Joe, sit down here. Jack will play the part of one of our workers, and he is coming in with a problem. You talk to him, treat him the way you treat your men." The foreman acts out the scene, and the group sees how he really does it.

On the face of it, role playing would seem to be stiff and artificial, but it is amazing the way people can get into their roles, forget themselves, and feel the way the person they are playing would feel in the same situation.

Among the other techniques associated with group dynamics is what is called *sociometry*, an attempt to learn how people feel about each other by polling them. At the end of a meeting you might pass out some ballots and ask each person to write on them which member of the group he would most or least like to work with on a committee. These ballots show whatever cliques or factions or hostilities exist in the group and thus supply the leaders with helpful insights.

The Philosophy of Leadership

Underlying all these newer techniques of group discussion is the concept of shared leadership and the notion that leadership must be seen as a series of functions that need to be performed for the group rather than a mysterious quality that resides in one person.

An infinite number of things need to be done to make a group operate productively. There is a need for summarizing and pulling together various ideas. There is a need for clock watching, to remind the group of its time

limitations. There is a need for someone to initiate discussion. There is a need for resolving conflict. It is inhuman to expect one person to be able to do all those things. Thus only to the extent that leadership in group discussion becomes something everyone in the group is prepared to do, trained to do, and willing to do can the discussion be most effective.

These various leadership functions can be roughly divided into three general areas. First come those that stimulate *good personal relations* within the group, that help people to express themselves frankly and fully in a healthy, friendly atmosphere. For example, it may be necessary for someone deliberately to provoke an argument in an overly complacent group—someone who will play the devil's advocate and uphold a point of view that he does not necessarily believe in, just to get the wheels of thought rolling.

Second among the functions of leadership is that of *guiding the thinking processes* of the group. Harry Overstreet in *Leaders for Adult Education* says we make a mistake if we believe that getting people to talk together is the same as getting people to think together. It is not enough to make them happy with one another. In addition, they have to acquire skill in disciplining their group-thinking processes. Good leadership is needed to guide them through a thought pattern that begins with a definition of the problem, goes on to an analysis of the problem, suggests solutions, evaluates them, and so on.

Third comes leadership in *cooperative thinking*, which is quite different from leadership in the steps of the thinking process. Problems of cooperative thinking come about because individuals think in different ways. Some think slowly and some fast. Some think abstractly, others on very concrete levels. Some people like to think methodically, others in a scattered fashion.

Showing the Better Way

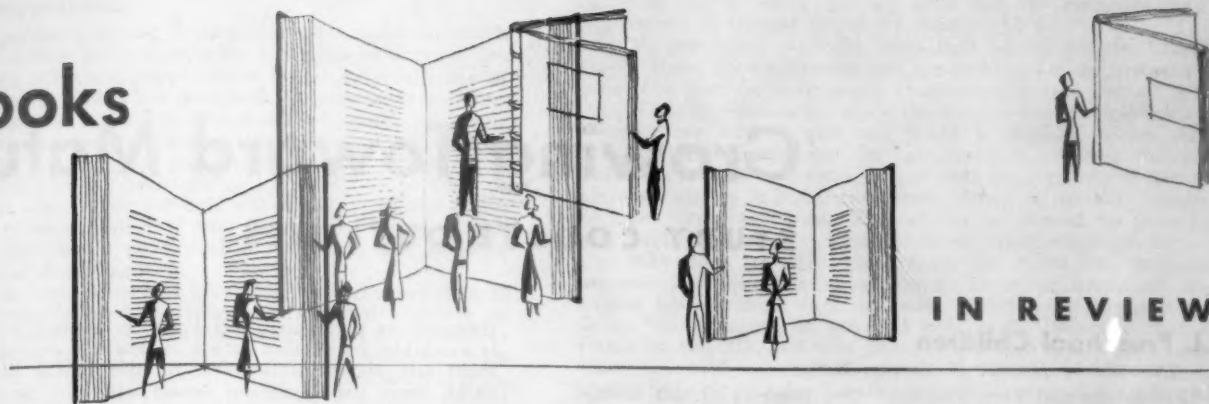
Even when we do it alone in the privacy of our own rooms, thinking is a difficult job. How much more difficult it is to get ten people to think *together* effectively! They have to be helped to communicate with one another. Someone has to get them to explain and clarify their opinions. Someone has to sidetrack irrelevancies so that the group does not have a whole forest of ideas before it at once but goes down a clear path. Someone has to test the validity of assertions: "How do you know that is true? What evidence do you have? Is the man you are quoting really an expert?" Someone has to point out the similarity between apparently different contributions, saying "It seems to me you two people are really saying the same thing, aren't you?"

Then there is the task of resolving conflict, attempting to explore why differences exist, and getting people to agree on some course of action. There is the business of concluding the discussion, pulling the loose ends together and pointing out, "It seems to me this is what we have accomplished. Where do we go from here?"

These, then, are some of the important tasks that confront all group leaders. First, they have to think about the atmosphere of the group and the interpersonal relations within it. Second, they have to guide the group's thinking in a logical way. And third, they have to iron out the kinks in its cooperative thinking processes. Fortunate indeed are the persons who have at their command the understanding that will enable them to perform these tasks of leadership skillfully, easily, and well. Fortunate too are the groups whom they serve, for those groups have a good chance to attain the highest levels of thought, planning, and action.

This is the second of two articles by Professor Haiman. The first appeared in the November issue.

Books



IN REVIEW

HOW TO HELP YOUR CHILD IN SCHOOL. By Mary and Lawrence K. Frank. New York: Viking, 1950. \$2.95.

In this wise and enjoyable book, the Franks, themselves parents of six children, tell all about what goes on in nursery school, kindergarten, and the grades step by step to junior high. They say something enlightening about almost everything you have ever wanted to talk over with someone who really understands about children and education—such things as the three R's, the comics, TV, report cards, discipline, and the many aspects of work and play. If one page doesn't have the clue to an immediate school problem in your family, another is almost bound to have it. By describing the way normal children grow and learn, the Franks help parents to understand what to expect of both child and school and where they themselves fit in. One important point shines through sharp and clear—that whatever you do for the child as a person in his own right will help him do better at school.

Everybody knows that children are full of questions, but some of us forget that parents too are running up against new problems every day. No crystal ball is needed to tell us that here's a book which is going to become the standby of every household where there are school-age boys and girls. And rightly so.

SPEECH PROBLEMS OF CHILDREN: A GUIDE TO CARE AND CORRECTION. Edited by Wendell Johnson. New York: Grune and Stratton, 1950. \$3.75.

Three and a half million American children are at this moment in urgent need of speech correction—and only 10 per cent of them are receiving it. That is why the National Society for Crippled Children and Adults asked the American Speech and Hearing Association to prepare this book especially for the use of parents, teachers, and doctors.

Each kind of speech disorder is explained, together with suggestions as to what home and school can do to help the child overcome its worst effects if not its total cure. The experts who discuss children with cleft lip or palate, voice disorders, retarded speech, or impaired hearing, children who suffer from cerebral palsy, are hesitant speakers, or who merely come from foreign families, all agree that the youngster whose speech is not up to par is aided most when treated as a normal individual.

FACTS OF LIFE AND LOVE FOR TEENAGERS. By Evelyn Millis Duvall. New York: Association Press, 1950. \$3.00.

Here at last is the intimate story of what it means to grow out of childhood into manhood and womanhood. An

expert on young people and their new-found needs discusses the significance of friendships that deepen into dates, the ways of loving and lovemaking, and the serious business of preparing for the "real thing" that leads to happy marriage.

Facts of Life and Love for Teenagers avoids vague advice and sticks close to concrete situations that any young person is likely to wonder about and run up against. Furthermore it offers many useful pointers to parents who aren't too sure about what our present-day customs permit or how to be helpful without intruding.

PLAY-A-BED BOOKS FOR BOYS AND GIRLS. Numbers 1, 2, and 3. Edited by Frances and John Casman. Pelham, New York: Seashore Press, 1950. \$1.00 each.

Maybe a child is convalescing from a long illness, maybe he just has a cold today, or maybe stormy weather means he has to stay indoors. These large paper-covered books are ideal for restless, solitary hours. They are chock full of things a child can do and enjoy alone—puzzles, games, cut-outs, cartoons, jokes, stories, and surprise pages that haven't even been slit open yet.

What makes Play-a-bed Books especially appealing is that they can be colored, pasted, marked, and cut up to the heart's content. Any child from about seven—(it will be more fun if he can read the simple directions himself)—to thirteen will find in them many hours of amusement.

PREJUDICE IN TEXTBOOKS. By Maxwell S. Stewart. Public Affairs Pamphlet No. 160. Public Affairs Committee, Inc., 22 East Thirty-eighth Street, New York 16, New York. 20 cents.

When the American Council on Education recently scrutinized 315 grade school, high school, and college textbooks and manuals, it found that few of them expressed intolerance directly but that many revealed an unconscious bias by omissions and careless wording. Most disturbing is the failure of the textbook writers to emphasize, with personal application to the pupil, that cardinal principle of democracy—the worth of the individual. Too many of them, especially in grade-school textbooks, either ignore or negligently touch upon whole groups of men and women who have made notable contributions to our culture. Recognition of the advantages of cultural variety within a democracy appears to be making slow headway.

It may be true that "A remaking of curriculums must precede the revision of textbooks," but meanwhile *Prejudice in Textbooks* does yeoman service in putting teachers and parents alike on the alert to correct and counteract the insidious influence of those arch enemies of democracy, the slurring reference and the consenting silence.

Growing Toward Maturity

STUDY COURSE OUTLINES

I. Preschool Children

Directed by Hunter H. Comly, M.D.

"Playthings and Play Therapy" (See page 14 of this issue.)

Points for Discussion

1. What are the rich and varied functions of play in the child's development? In what way does play serve as an emotional release for a child?
2. Miss Kawin provides us with good examples of two different parental attitudes toward the aggressive behavior of a jealous older child. Some parents will probably think, "This is all very well and good because Mary didn't really hurt her brother, but my child doesn't stop with pounding dolls. What am I to do when he pinches or hits the baby? If I just picked him up, held him on my lap, and read him a story wouldn't I be rewarding—and hence fostering—his hostile behavior?" How can a mother explain to a child why it is wrong to hurt the baby? How could she then demonstrate her affection for the child himself, so that even though his behavior has been rejected, he is still secure in his mother's love?
3. Alberta, aged four, has a nice dollhouse, a "Dydee" doll, a doll carriage, and an electric stove that she received last Christmas, but she rarely plays with them. She prefers her older brother's lariat and guns, and this Christmas she wants a cowboy hat and boots. Might these facts have some diagnostic significance? What other things would you like to know about Alberta before deciding? What attitudes on the part of her mother or father might have fostered her play interests?
4. Roger, who is five, has a regulation size football, a punching bag in the basement, boxing gloves, and a trapeze. These are all used mostly by older boys in the neighborhood, not by Roger. What might this fact tell us about Roger's father?
5. A mother was overheard saying to a friend on the bus, "I don't want Jimmy to play with guns. That's all the kids in our neighborhood do nowadays. For Christmas he wants a machine gun that shoots ping-pong balls, but I told George that I think we ought to wait until Jimmy is twenty-one before getting him any kind of gun. Why, only yesterday the first-graders in the block ganged up on him and tied him to our clothes post! I was up half the night with him. And all he wants to do is watch television. He can't wait until Sunday to see a Hopalong Cassidy show, but every time he does, he wakes up crying in the middle of the night. I just don't know what to do." Discuss this problem, suggesting also what can be done to distract a youngster from playing with toy weapons and get him interested in other types of play.
6. A child plays happily with a long-coveted toy for several days, then casts it aside and shows no further interest in it. Should his parents (a) try persuading him to play with it again, (b) give it away, or (c) put it away, telling him where it is?
7. What is meant by the *therapeutic* aspect of play, and why is it so important? What do child guidance workers mean when they talk about "play therapy"? What is the parent's role in play therapy? Discuss some of the dangers in using play therapy if one has not had professional training in this field.
8. Should a child be given free rein in all his play? How is this question answered in the article?
9. Suppose your little girl has an imaginary playmate who goes everywhere with her and even has to have a special chair at the dinner table. Should you ignore the invisible one or enter into the game—and if so, how far? Give reasons.

Program Suggestions

The questions presented above can be effectively used in a panel or round-table discussion, followed by questions and comments from the other members of the group. If a play

therapist or psychiatric social worker trained in play therapy is available, invite him to act as resource person or to give a short talk on the importance of play in the life of a young child. Since the Christmas season will soon be upon us, one member of the group might review Miss Kawin's *The Wise Choice of Toys* (see below) and list the points to keep in mind when buying toys for children.

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- Dawe, Helen C. "Playtime Is Growing Time," November 1948, pp. 14-16. Study course outline, p. 34.
- Freeman, Larry and Ruth. "Toys That Train the Toddler," December 1943, pp. 7-9. Study course outline, p. 37.
- Heinig, Christine. "What Toys Are Best?" November, 1946, pp. 7-9. Study course outline, p. 33.

Films:

- Early Play*. 11 minutes, silent. Encyclopaedia Britannica Films, Wilmette, Illinois. Produced at the Yale University Child Development Clinic directed by Dr. Gesell.
- Frustration Play Techniques*. 35 minutes, sound. New York University Film Library, 26 Washington Place, New York 3. Produced by Vassar College, department of child psychology.

II. School-age Children

Directed by Sidonie M. Gruenberg

"Discipline—The Role of Punishment and Reward" (See page 11 of this issue.)

Points for Discussion

1. Collect and compare different meanings that people attach to the word *discipline*. What ideas about child and adult behavior, about the ways in which children develop and the ways in which children and adults learn, lie behind these different meanings? Have the various definitions anything in common?
2. Is good discipline in the classroom the same as good discipline at home? Compare the point of view of the teacher, the psychologist, and the parent toward problems of discipline. Show how each is concerned with different aspects of a child's behavior and how each differs from the others as to management or immediate goals. Point out basic similarities as well.
3. Discuss reward and punishment at home and at school. How do school penalties and prizes fit into our conclusions about reward and punishment? What are the characteristics of what we would call a good punishment and a good reward?
4. Are the disciplinary problems of school children different from those of toddlers? Show how—and why—the answer must be both yes and no. Discuss Mrs. Wolf's use of examples taken from the behavior of preschool children. Parallel her examples with others drawn from children of elementary school age. How is the behavior of the older child related to management of discipline in his early years?
5. Discuss the difference between frustration and repression, and give some examples of each taken from your own experience with children and young people.

Program Suggestions

Discipline seems to be one of those universal topics on which most of us feel that bitter experience has made us experts. Yet judging by its perennial popularity it is one on which few of us feel that the last word has been said. Because so many of us want to say a next-to-the-last, if not a final, word, this topic is well adapted to round-table or panel discussion with plenty of opportunity for audience participation under the guidance of a skillful chairman. That chairman will need to keep in mind all that our author has said about discipline and translate it for his own immediate use, for free discussion of this topic often provokes a good deal of comment that is more emotional than disciplined.

A parent or teacher who is grappling with the problem of discipline generally needs to relate his personal problem or point of view with that of the study group leader before he can take constructive note of our experts' words of wisdom. In order to do this, many of us need to do a good deal of talking before and after the meeting, even though a lot of this talk will sound irrelevant, uninformed, and tiresome to others. To provide for this urge to talk it out—and at the same time to protect both speaker and impatient listener—calls for much tact and understanding. In a panel discussion members can do some of this talking-out for the audience by presenting divergent points of view about discipline as well as various aspects of the discipline problem. Or, since this subject lends itself to dramatic treatment, a series of impromptu skits illustrating different kinds of problems or methods of management can be fun to plan and even emotionally helpful to act out.

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Stoddard, George D. "What Kind of Discipline Now?" September 1944, pp. 7-9. Study course outline, p. 36.

Films:

- Maintaining Classroom Discipline*. 14 minutes, sound. McGraw-Hill Book Company, Text-Film Department, 330 West Forty-second Street, New York 18, New York. An important film for parents and teachers to discuss together.
Meeting Emotional Needs in Childhood: The Groundwork of Democracy. 33 minutes, sound. New York University Film Library, 26 Washington Place, New York 3, New York. Illustrates some of the basic concepts discussed in this article.

Note: This study program and bibliography were prepared by the staff of the Child Study Association of America, with special acknowledgment to Margaret Meigs.

III. Adolescents

Directed by Ralph H. Ojemann and Eva H. Grant.

"Faith for a Lifetime" (See page 8 of this issue.)

Points for Discussion

1. Do you believe that sixteen-year-old Jimmy, whose leg was amputated just after he had joined the football team, is a good deal like many young people today, or is he a rare exception? What kind of spiritual sustenance do you think he must have had throughout his childhood? Can you cite any other ex-

ample of how a young person's faith was not only sustained in adversity or tragedy but made stronger by it?

2. Do you agree with Dr. Nye that young people "think deeply about life's ultimates and are looking for the answers"? What else does he have to say about youth's aspirations?

3. What experiences in daily life supply the materials with which every boy or girl can build a lifelong faith? (See "Little Pilgrim's Progress" in last month's *National Parent-Teacher*.) Is adolescence the proper time for a person to decide what he believes in and the values he wants to uphold? Should he have formulated these ideas earlier, or should he perhaps wait until he has had wider and more varied experiences?

4. Why does Dr. Nye place upon the home the primary responsibility for channeling youth's idealistic impulses? Interpret his statement that too many children are brought up in an "environment of spiritual quicksand." Suppose that a young couple, Mr. and Mrs. Blake, were both reared in homes where spiritual training was neglected. They now feel the lack of this training and don't want their children to suffer from it. How can they prepare themselves to give Bobby and little Nancy a solid foundation for a lasting faith?

5. How can parents guide a struggling adolescent through this turbulent period of spiritual development? What, according to Dr. Nye, is their special function at this time?

6. What are the two sharply contrasting moods of adolescence that together may ignite the flame of an unquenchable faith? How can the church make "spiritual capital" of these strong and often strongly conflicting feelings?

7. In what ways can the high school best carry out its responsibility for the moral and spiritual guidance of its students? How can each of the following make his particular contribution to such guidance? (a) A teacher of English literature; (b) a social studies teacher; (c) an athletic coach; (d) a home economics or homemaking teacher; (e) the faculty adviser of a school club; (f) a student council adviser.

8. What is the special role of the church in leading young people to a high level of spiritual security? How do the churches in your community fulfill this function?

9. In what ways is the present world crisis religious in character? Why is it impossible to speak of the religious faith of adolescents without considering the world they have to live in?

10. Why is the P.T.A. especially qualified to act as a spiritual force? Through what projects and activities does your P.T.A. carry out this statement in the platform of the National Congress: "We will seek to strengthen character development and spiritual growth in the citizen child"?

Program Suggestions

Faith for a lifetime has today become such a compelling need that any program based on this concept should be most carefully planned and conducted. If a panel or symposium is the technique selected to consider the foregoing points, invite two or three young people to participate. (For who can better speak for youth than articulate youth itself?) Include also a clergyman, a member of the high school faculty, and a guidance worker or youth counselor. Leave plenty of time for general discussion. Questions from the group can be directed toward the panel or symposium as a whole or to certain individuals designated by the questioners. If the program is to be held in the evening and a large number of guests are expected, you may wish to open the meeting with a brief address by a community leader—on point 9, for example.

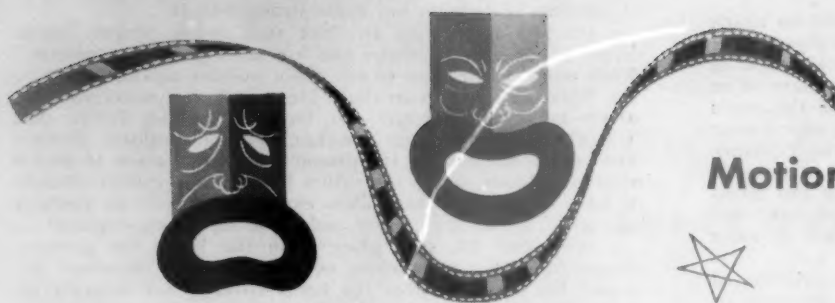
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Motion Picture Previews

THE FOLLOWING letter from a grade school principal in Montana is typical of similar inquiries that have come to me from many sections of the country, especially during the past year:

We are interested in renting films concerning the organization and operation of a P.T.A. We have been informed that you can help us. We would appreciate it if you would tell us how such films may be obtained.

Such letters indicate a felt need throughout the country for a film or films that will show the P.T.A. in action. Perhaps three films are needed, one to show how the National Congress is organized and operates, another to do the same for state congresses, and a third to perform a similar service for a local P.T.A. Along with these films a series of filmstrips on the functions of committees and officers would be helpful.

In answer to this inquiry I had to say that there are no films available on the organization and operation of the P.T.A. at present. However, a start has been made, as witness the following projects. There may be others; if so, please let me know about them so that the information may be published in this column.

Mrs. E. L. Church, president of the Michigan Congress of Parents and Teachers, writes that the Michigan Congress has produced a silent filmstrip on the duties of a new P.T.A. president. Prints of this filmstrip were distributed to each district director in Michigan for use in schools of instruction, and two prints were filed in the state office for additional demands. Mrs. Church reports enthusiastic reception of this visual aid for training new presidents. Inquiries about it may be directed to her at 1004 Homcrest Avenue, Kalamazoo 26.

ON FOUNDERS DAY 1949 the Wichita Council of Parent-Teacher Associations began production of a 16mm silent motion picture, *The P.T.A. Way*, under the joint supervision of P.T.A. leaders and Wichita school officials. Mrs. Howard Calkins, state chairman of visual education and motion pictures for the Kansas Congress of Parents and Teachers, reports that the film, which was financed by the sale of a special promotional stamp, had its first showing before the Wichita Council on Founders Day 1950—exactly a year after the first scenes were shot. *The P.T.A. Way* is approximately 1,200 feet in length and runs thirty minutes. The film may be rented from the Wichita Council at three dollars and a half, plus transportation costs. Inquiries may be sent to Mrs. Calkins at 3711 East Central Street, Wichita 8, Kansas.

Mrs. F. C. McConnell, chairman of education for home and family life, Texas Congress of Parents and Teachers, reports that a 16mm sound film for local study groups has been planned by a committee composed of members of the state board of managers and representatives of the University of Texas. The film will be produced by the technical staff of the university's Extension Division, with radio and drama departments furnishing the narration. The group in charge of this project hopes to have the film, which will be thirty minutes long, ready for distribution in March 1951. For further information write Mrs. McConnell in care of the state office, 408 West Eleventh Street, Austin 1, Texas.

—BRUCE E. MAHAN

DIRECTOR

BRUCE E. MAHAN, *National Chairman, Visual Education and Motion Pictures*

CHAIRMAN OF PREVIEWING COMMITTEE

MRS. ALBERT L. GARDNER

PREVIEW EDITOR, ENTERTAINMENT FILMS

MRS. LOUIS L. BUCKLIN

JUNIOR MATINEE

From 8 to 14 years

Double Crossbones—Universal-International. Direction, Charles Barton. A delightful spoof on buccaneer tales is this comic opera, starring Donald O'Connor and handsomely produced in color. A timid little clerk becomes a swashbuckling pirate called Bloodthirsty Dave and singlehandedly takes over a pirate's galleon (by pretending to have the pox). He captures the governor's ship with the help of his cutthroat crew—a clothesline of dancing hats showing above the ship's rail—and ingeniously rescues his lady fair from the clutches of the villain. Derring-do is handled with delightful disrespect, and violence treated as absurdity. Donald proves an excellent swordsman, equally at ease with candlesticks, stools, or similar weapons conveniently at hand. Skill, grace, expert timing, and ingratiating buffoonery on the part of the entire cast give zest and sparkle to a lively, wholesome extravaganza. Cast: Donald O'Connor, Will Geer, Helena Carter.

Adults

14-18

8-14

Very good

Excellent

Excellent



Donald O'Connor as Bloodthirsty Dave, a most unusual pirate, in the musical film *Double Crossbones*.

The Happiest Days of Your Life—Lauder-Gilliat. Direction, Frank Launder. A rollicking English farce highlights in sharp but good-humored fashion some of the postwar mishaps that might have occurred when a busy Ministry of Education dealt with overcrowded school conditions. In this instance the students and mistresses of a girls' school are mistakenly assigned to Nutbourne, a boys' school already swarming with masters and boys. Many hilarious situations arise as the two groups temporarily attempt to share one school. The pace assumes madhouse proportions when visitors arrive unexpectedly and strenuous efforts are required to preserve the fair name of each school. The script is clever, the acting nonsensical, and the whole production full of fun. Cast: Alastair Sim, Margaret Rutherford.

Adults	14-18	8-14
Good	Good	Good



Temper are at high pitch in this scene from *The Happiest Days of Your Life*, with Margaret Rutherford, left, as headmistress of a girls' school and Alastair Sim as the headmaster of a school for boys.

The Kangaroo Kid—Eagle-Lion. Direction, Lesley Selander. An Australian western tells the story of a detective agency investigator who travels from San Francisco to Australia to get his man. There is considerable riding through the bush country where we have a chance to observe the strange birds and animals native to the land down under. Cast: Jock O'Mahoney, Douglass Dumbrille.

Adults	14-18	8-14
Fair	Fair	Fair

Rio Grande Patrol—RKO. Direction, Lesley Selander. Gun smuggling, this time in the baggage of dancing girls, is the theme of a strictly routine western. The customary hard riding and suspense are here, but there is comparatively little violence for this type of picture. Cast: Tim Holt, Richard Martin.

Adults	14-18	8-14
For western fans	Mediocre	Mediocre

Sunset in the West—Republic. Direction, William Witney. In this average western a dangerous gang have been smuggling contraband guns into Mexico.irate townspeople are about to oust the hapless sheriff for not doing anything about it when Roy Rogers, a former law officer, rides into town with a hot tip. Fine horses and fine riding are in evidence as usual, and Roy and the Riders of the Purple Sage sing a trio of pleasing songs. Cast: Roy Rogers, Gordon Jones.

Adults	14-18	8-14
For western fans	Routine	Yes

Two Weeks with Love—MGM. Direction, Roy Rowland. An enchanting musical comedy centered about the delightful family life of the Robinsons as they spend their two weeks' vacation at an old-fashioned summer resort in the Catskills. The pace is lively, the acting excellent. Louis Calhern, as a bandmaster, and Ann Harding, who photographs beautifully in color, are the attractive parents of a brood of four. Humor springs from small domestic adventures and adolescent love, perceptively screened. Nostalgic tunes of the Gay Nineties add sentimental charm. This is an enjoyable picture for the whole family. Cast: Jane Powell, Louis Calhern, Ann Harding.

Adults	14-18	8-14
Excellent	Excellent	Excellent

FAMILY

Suitable for children accompanied by adults

Grandma Moses—Falcon Films. Direction, Jerome Hill. Narrated and written by Archibald MacLeish, this appealing short film in color tells the life story of Grandma Moses, who began to paint at the age of seventy-eight. We see the artist against a background of the familiar countryside that has inspired her work.

Adults	14-18	8-14
Excellent	Excellent	Good

The Jackpot—Fox. Direction, Walter Lang. What happens when Mr. Average American wins the fabulous jackpot on a radio give-away program is hilariously told in this satiric farce. James Stewart plays the part of the ordinary citizen who is thrilled to win \$25,000 worth of merchandise, only to discover that he owes a big income tax, which he must pay in cash. The last third of the play leans a bit heavily on slapstick, but the farce as a whole is a healthy as well as a funny debunking of a glamorized procedure in the entertainment world. The production values are excellent. Cast: James Stewart, Barbara Hale.

Adults	14-18	8-14
Good	Good	Yes

Last of the Buccaneers—Columbia. Direction, Lew Landers. The lusty tale of Jean Lafitte's adventures as a pirate after his heroic defense of New Orleans is told in colorful comic opera style. At times he is shown as a hero; at others as a robbing, pillaging marauder. He is no Robin Hood of the high seas; his ill-gotten gains are all for himself. And when American troops are sent to rout him, he and his men seem just as happy killing them as they are killing any other enemy. Cast: Paul Henreid, Jack Oakie.

Adults	14-18	8-14
Mediocre	Mediocre	Poor

Paris 1900—Arthur Mayer and Edward Kingsley. Production, Claude Hausen. With bright, amusing commentary narrated by Monty Woolley, this attractive and unusual film, compiled of old French newsreels, is gay and entertaining. The colorful atmosphere of Paris from the 1900's to World War I is brought to the screen along with glimpses of her famous people. August Rodin, Claude Debussy, Georges Carpentier, Leon Blum, and Sarah Bernhardt are only a few of the many notables briefly presented.

Adults	14-18	8-14
Interesting	Interesting	Mature

Rocky Mountain—Warner Brothers. Direction, William Keighley. A tragic and somewhat futile melodrama relates the story of a group of gallant Confederate soldiers whose defiant dream of helping their hard-pressed army is defeated by the obligations of honor and chivalry. The pretty Yankee heroine protests to the rebel leader that the practice of killing a prisoner to keep him from escaping is hardly consistent with that of permitting him to roam at liberty if he gives his word. To which the officer replies sadly, "I guess that's all we've got to hang onto—a few little customs from the past." The bloody episodes of warfare in the rugged Indian territory are a tide of barbarism against which the sensitive group fight bravely but hopelessly. The picture is well directed and has considerable suspense and action. The characterizations are uniformly good, and the camera work expert. Cast: Errol Flynn, Patrice Wymore.

Adults	14-18	8-14
Good of its type	Good of its type	Yes

State Secret—Columbia. Direction, Sidney Gilliat and Frank Launder. A mythical Balkan kingdom, turned grimly totalitarian, is the setting for this well-directed thriller. An American surgeon, tricked into operating upon the dictator of the country, faces death when the dictator dies. His frantic efforts to escape the dragnet of the police state bring him into contact with an attractive little music-hall singer and a currency racketeer, each of whom helps him. The breathless race in and out of shops and telephone booths, onto a cable car stretched between lofty peaks, and up the rocky sides of a high mountain—always with state troopers close behind—whips suspense to a sharp high. In tune with the harsh, sardonic mood of the film, the eventual outcome rests on a whim of fate. Cast: Douglas Fairbanks, Jr., Glynis Johns.

Adults	14-18	8-14
Very good	Good	Tense

Tripoli—Paramount. Direction, Will Price. This romantic adventure tale is based on an incident that took place when the American Navy was blocking the harbor of Tripoli in 1805 and when for the first time the marines fought on land as well as on sea. John Payne enacts the role of Lieutenant O'Bannon, the Marine Corps' great hero. Considerable pains were obviously taken to make the settings and costumes as authentic as they are colorful. Cast: John Payne, Maureen O'Hara, Howard da Silva.

Adults	14-18	8-14
Good	Good	Yes

ADULT

All About Eve—20th Century-Fox. Direction, Joseph Mankiewicz. A sophisticated, literate play about the theater depicts the subtle efforts of a young and beautiful girl to imitate and then to dethrone a great theatrical star. Sharp, witty dialogue is expertly handled by an excellent cast. The subtly satiric commentary by George Sanders is exquisitely phrased—the type of acute observation that Oscar Wilde might have enjoyed. A delight for the mature audience. Cast: Bette Davis, Anne Baxter, George Sanders.

Adults	14-18	8-14
Excellent	Mature	No

Cry Danger—RKO. Direction, Robert Parrish. An unpleasant gangster melodrama of mixed loyalties and confused morals. Dick Powell grimly enacts the role of a bookie who has been framed for a murder and a holdup, is released from prison through the perjury of an ex-marine, and sets out to discover who framed him. The players are well cast as standard types, and the settings are realistic. Cast: Dick Powell, Rhonda Fleming.

Adults	14-18	8-14
Poor	Poor	Poor

Experiment Alcatraz—RKO. Direction, Edward L. Cahn. A time-worn cops-and-robbers plot is given false freshness by its background—the frowning fortress of Alcatraz—and by glib interpretation of possible medical uses of atomic radiation. Several convicts are offered their freedom in exchange for permission to perform guinea-pig experiments upon them. This procedure turns out to be a complicated and fearsome one, with super X-ray lights playing on tense, reclining patients, while alert doctors and nurses peer cautiously through leaded glass windows into the sealed chamber. However, when a murder is committed, the picture becomes a display of gangster technique, violence, and the chase. Cast: John Howard, Joan Dixon.

Adults	14-18	8-14
Fair	Fair	Poor

Harvey—Universal-International. Direction, Henry Koster. Adaptation of this popular stage fantasy to the screen results in an uneven, occasionally labored production. The idea of Elwood P. Dowd, a gentle, kindly man who is lost in a dream world with an invisible white rabbit as companion, is somehow not as hilarious as it was on the stage. James Stewart's subtle characterization does not permit us to laugh as we did at the lovable, comical figure on the stage. Instead his sensitive study of a tragically psychotic individual arouses conflicting emotions. However, the picture is dominated by his misguided and confused sister, amusingly and endearingly played by Josephine Hull. A thread of unpleasant cynicism detracts from the non-sensational farce. Cast: James Stewart, Josephine Hull.

Adults	14-18	8-14
Good	Fair	No

Highway 301—Warner Brothers. Direction, Andrew Stone. A sensational, well-produced gangster melodrama claims social significance by virtue of a realistic documentary background. The Tri-State Gang, a notorious group of thieves and murderers, is systematically tracked down and ultimately destroyed by the power of the law. In an introductory sequence the governors of the three southern states in which the incidents actually took place point out that the effect of this picture, showing the violent end of real criminals, will be to deter potential offenders. But have previous crime-does-not-pay movies decreased the number of criminals in this country? Also controversial is a police officer's authoritative statement that there would be fewer serious criminals if prison sentences for first offenses were not so light. The film presents a graphic picture of streamlined crime and scientific techniques of detection, as

well as suspense-filled scenes of brutality and horror. Cast: Steve Cochran, Virginia Grey.

Adults	14-18
Good crime melodrama	Poor

The Miniver Story—MGM. Direction, H. C. Potter. The sentiment that gave such charm to Mrs. Miniver becomes sad, sweet sentimentality in this exquisitely photographed sequel. The tragedy of incurable illness is sensitively stated but overemphasized. Additional worry over the daughter's love affair with a married general leaves no room for gaiety or humor. Greer Garson and Walter Pidgeon, as Mr. and Mrs. Miniver, play their old roles skillfully, though Miss Garson wears rather elaborate clothes for an English housewife. Another wrong note is the overly American behavior of the son who spent the war years in the United States. The lovely settings of the Miniver cottage, the English garden, and idyllic vistas of swans peacefully floating on the river will add to the pleasure of those who enjoy carrying around a damp handkerchief. Cast: Greer Garson, Walter Pidgeon.

Adults	14-18
Matter of taste	Poor

The Sound of Fury—United Artists. Direction, Cyril Endfield. An indictment of the press for irresponsibility is powerfully dramatized in this tense, shocking melodrama. A murderer and his weak accomplice are lynched by a mob whose passions have been aroused by the violent, inflammatory writing of a popular columnist. The play dwells in considerable detail upon the life of the criminal characters, attempting to explain why a weak, immature individual who loves his wife and children can be coaxed and driven by poverty into a life of crime. The pleasant amenities of life surrounding the newspaper writer afford a sharp contrast to the scenes of poverty and crime and serve to point up his thoughtless use of powerful propaganda. Though the picture will repel many people, it has an important message: the great danger in thoughtless, inflammatory propaganda and the responsibility of democratic citizens toward their media of communication. Cast: Frank Lovejoy, Kathleen Ryan, Richard Carlson.

Adults	14-18	8-14
Thought-provoking	Tense but thought-provoking	Too tense

To Please a Lady—MGM. Direction, Clarence Brown. A rough-and-ready melodrama of auto racing, crudely fashioned for Clark Gable's talents as he-man and hard-boiled lover. Believing that Mr. Gable, driver of a racing car, has caused a fatal smash-up, a ruthless newspaperwoman attacks him in her syndicated column. Violent antagonism between the two soon flames into equally violent infatuation. Emphasis in the film is on the details and excitement of auto racing. The star cast deserves a better story. Cast: Clark Gable, Barbara Stanwyck, Adolph Menjou, Ted Husing.

Adults	14-18	8-14
Mediocre	Mediocre	No

Two Flags West—20th Century-Fox. Direction, Robert Wise. A melodrama of Civil War days tells the story of a band of southern prisoners who are released to fight with northerners against the Indians. Bitter feeling between the soldiers of the North and South is heightened by the harsh fanaticism of the Yankee officer who commands them. The fact that his brutal deeds are frequently committed in the name of the United States is an unfortunate touch. The fighting with the Indians is done with vigorous and terrifying realism. Young children may be confused about who is fighting whom and why; older audiences will find this a stirring, well-acted, and well-produced melodrama of its type. Cast: Joseph Cotten, Jeff Chandler, Linda Darnell.

Adults	14-18	8-14
Good of its kind	Good of its kind	Tense and confusing

Vendetta—RKO. Direction, Mel Ferrer. A tragedy that stems from the ancient idea of vengeance as a way of maintaining honor is portrayed with a kind of wild, romantic beauty against somber settings. A young Corsican girl fails to avenge her father's murder and calls on her brother to carry out that duty. The acting and photography sensitively reflect the tragic mood of the story. So does a musical score that includes excerpts from *La Tosca* and *La Bohème*. Cast: Tim Holt, Jane Hight.

Adults	14-18	8-14
Fair	Fair	No

Walk Softly, Stranger—RKO. Direction, Robert Stevenson. A sugar-coating of sentimentality will bring this ambitiously pro-

duced gangster drama a wider audience than the usual thriller attracts. The villain-hero, who is a petty gambler, card sharp, and thief, hides out in a little town, secures a factory job, and falls in love with the owner's crippled daughter. Tenderness is not allowed to intrude too long, however, for the underworld soon catches up. From then on it is an affair of lurking black sedans, gun fights, blood, and violence. Eventually crime proves not to pay, every lawbreaker pays his debt to society, and a new life opens for the hero-villain. A good cast is wasted on an unconvincing story with confused values and clumsy plot. Cast: Joseph Cotten, Valli.

Adults	14-18	8-14
Poor	Poor	No

PREVIOUSLY REVIEWED

Junior Matinee

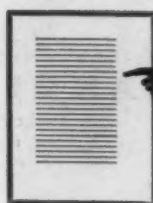
Beaver Valley—Excellent for all ages.
Bamba and the Hidden City—Poor for all ages.
Bamba and the Lost Volcano—Children, yes; adults, matter of taste.
The Broken Arrow—Excellent for all ages.
The Desert Hawk—Young children, fair; older children and adults, yes.
Destination Moon—Young children, good; older children and adults, excellent.
Devil's Doorway—Young children, mature; older children and adults, excellent.
Fancy Pants—Children, very good; adults, good.
The Flame and the Arrow—Young children, good; older children and adults, excellent.
Fun in the Zoo—Young children and adults, excellent; older children, good.
The Happy Years—Fair for all ages.
Indian Territory—Children, good western; adults, for those who like westerns.
The Jackie Robinson Story—Excellent for all ages.
King Solomon's Mines—Excellent for all ages.
The Milkman—Children, good; adults, good farce.
Redwood Forest Trail—Young children, good; older children, fair; adults, for western fans.
Rogues of Sherwood Forest—Children, very good; adults, interesting.
Saddle Tramp—Children, excellent; adults, enjoyable.
Treasure Island—Excellent for all ages.
Trigger, Jr.—Children, good; adults, for western fans.

Family

The Black Rose—Fair for all ages.
Duchess of Idaho—Young children, possibly; older children, fun; adults, pleasant.
Eye Witness—Young children, mature; older children and adults, good.
Forward to Yesterday—Young children, too tense; older children, grim but good; adults, excellent.
Fifty Years Before Your Eyes—Young children, possibly; older children and adults, interesting.
The Fireball—Good for all ages.
The Glass Menagerie—Young children, mature; older children, good; adults, excellent.
I Killed Geronimo—Young children, no; older children and adults, poor.
Let's Dance—Young children, poor; older children and adults, fair.
Louise—Young children, possibly; older children, good; adults, delightful.
Master 880—Young children, needs explanation; older children and adults, amusing.
Mr. Music—Young children, yes; older children and adults, good.
My Blue Heaven—Young children, possibly; older children, yes; adults, good.
Mystery Street—Young children, mature; older children and adults, good.
Peggy—Young children, possibly; older children, good; adults, fair.
The Petty Girl—Young children, no; older children, sophisticated; adults, matter of taste.
Bookie Fireman—Mediocre for all ages.
The Skipper Surprised His Wife—Amusing for all ages.
Summer Stock—Young children, not too interesting; older children, good; adults, entertaining.
Tea for Two—Young children, poor; older children, entertaining; adults, matter of taste.
Three Little Words—Young children, of little interest; older children, very good; adults, pleasant.
The Tost of New Orleans—Young children, good; older children and adults, excellent.
Unlce Strain—Young children, tense; older children and adults, yes.
When You're Smiling—Children, poor; adults, matter of taste.

Adult

The Avengers—Young children, no; older children and adults, poor.
Born To Be Bad—Young children, no; older children and adults, poor.
The Breaking Point—Children, no; adults, matter of taste.
Dark City—Young children, no; older children, unethical; adults, poor.
Deported—Young children, no; older children, fair; adults, interesting.
Did I Kill—Young children, no; older children, poor; adults, matter of taste.
Edge of Doom—Children, no; adults, matter of taste.
The Furies—Young children, no; older children, yes; adults, good.
The Great Jewel Robber—Young children, poor; older children and adults, fair.
If This Be Sin—Children, no; adults, mediocre.
It's a Small World—Children, no; adults, interesting.
Kiss Tomorrow Good-by—Children, no; adults, matter of taste.
A Life of Her Own—Young children, no; older children, poor; adults, matter of taste.
Machines of the Heart—Children, no; adults, poor.
No Way Out—Children, no; adults, thought-provoking.
Panic in the Streets—Young children, fair; older children and adults, very good.
Prowl Car—Young children, no; older children and adults, unrewarding.
Right Cross—Young children, mature; older children and adults, good.
September Affair—Young children, no; older children, fair; adults, good.
Shakedown—Young children, no; older children, poor; adults, according to taste.
So Long at the Fair—Young children, no; older children, good; adults, excellent.
The Sun Sets at Dawn—Young children, no; older children and adults, poor.
Three Husbands—Young children, no; older children, sophisticated; adults, matter of taste.
Three Secrets—Young children, of no interest; older children, mature; adults, good.
Tris—Young children, mature; older children, good; adults, excellent.
Woman on the Run—Young children, no; older children, good; adults, good thriller.



Contents Noted

IN OTHER MAGAZINES

"Toughest School Job in the Country" by Harry B. Wilson.

(*Saturday Evening Post*, October 7, 1950, page 29.) This is the story of the man who is regaining for the public schools of Chicago the prestige that political mismanagement had sacrificed—Herold C. Hunt. Tracing Hunt's spectacular career as a specialist in breathing new life into moribund school systems, the article makes plain the chief reason for the current success of Chicago's superintendent of schools—his belief that nothing can overshadow the importance of people. He spares no personal effort to win the intelligent cooperation of parents and businessmen as well as of the teaching staff. Faith in the value of the parent-teacher movement—he is second vice-president of the National Congress—is at the core of his philosophy of education. As he puts it, "A principal who does not have a P.T.A. is either lazy or afraid."

"Our Children Like Our Way of Life" by Ruth Holaday Morgan.

(*The American Home*, October 1950, page 143.) Here's a cheerful little piece about a happy family. An Indiana professor and his wife have learned what fun it is to do things with the children, and there's no undertaking, whether a routine household task or vacation planning, that they don't all do together as a smoothly working team. With Christmas coming soon the big topic of conversation in the family just now is the project of cookie-making in which traditionally every member has a sticky finger.

"Using Instructional Films Effectively" by C. R. Carpenter and L. P. Greenhill.

(*Educational Screen*, October 1950, page 331.) A searching criticism of existing educational films that recognizes the economic problems of production and distribution. It cautions the teacher against the blind choice of films by title only and reminds him that these instructional devices put new accent on his ability to fill in the gaps, point up the lesson, and link the value of a particular film to the needs and capacities of the individual student.

"School Housing Crisis Is Met in Longview."

(*Ladies' Home Journal*, November 1950, page 23.) Crowded classrooms and double shifts were taking their toll in nervous children and anxious parents in Longview, Washington, yet state aid for a new school was not forthcoming. So sparked by a hard-working P.T.A., the citizens of this fast-growing community took vigorous steps to help themselves. In a masterly campaign by volunteer workers, men and women were urged to the polls where they voted to raise their own taxes not once but several times. That's how the fine new Olympic School got built. A stirring example of what aroused parents and their neighbors can accomplish in a crisis.

"The Romance of Examinations" by Louis Foley.

(*School and Society*, October 21, 1950, page 261.) So much has been written attacking the worth of final examinations that a sound article in their defense is provocative. Dr. Foley makes out a spirited case for their educational and moral values, which, he contends, no amount of satisfactory classwork day in and day out can offer the student. His is a viewpoint that is rarely given such able expression.

Dear Editor:

Congratulations for publishing one of the most thought-provoking and needed declarations of today, John Harvey Furbay's "The One World Is Here" [October 1950, page 19]. As a parent, as an American, and as a world citizen, I truly appreciate the forceful way in which Mr. Furbay tells us of today's needs and how we must square up to meeting them.

I do hope that this article will be studied and quoted throughout our land, in our P.T.A. meetings, open forums, and discussion groups. I plan personally to use it in the "Mothercraft" Sunday school class which I teach. His illustration of the futility of arguing about differences of religion—the story told by the Arab boy about climbing a mountain—and his sane statements concerning race prejudice are especially well expressed. . . .

Now if we can get action on some of his suggestions, such as foreign language teaching in primary grades and knocking that superinflated, "I am superior" ego out of some of our 200 per cent Americans, maybe we can train our children to take on that leadership to which the world is turning.

Please tell the author that the mother of three sons—one in primary grade four, one a senior in high school, and the third a college sophomore—is grateful for "The One World Is Here." Praying that these our sons may help build it rather than destroy it, we mothers salute you. Springfield, Illinois

MRS. KARL E. SIFFLE

Dear Editor:

We feel very proud that our parent-teacher association in such a small town—consisting mostly of elderly, retired folks—had twenty-five *National Parent-Teacher* subscriptions from a membership of only 139, so far. . . .

We would like to know where, or to whom, we might send our questions for the "N.P.T. Quiz Program."

Markle, Indiana

MRS. D. H. DENNEY

You have every right to be proud of that excellent record. It also bears out our own belief—that this magazine has much of interest for every family, even those where there are no children. Your questions for the "N.P.T. Quiz Program" should be sent to me.—THE EDITOR

Dear Editor:

For the nearly three years in which we have lived in the United States, our new home, I have been a subscriber to your magazine, and as parents of an eighteen-year-old daughter and a fourteen-year-old son, my husband and I are members of the P.T.A. too.

This morning I read the article "Reading Is Living" by John T. Frederick with so much approval and enthusiasm that I want to write you, as I have intended to do for some time.

As newcomers and new citizens—(my husband being here as a scientist)—we have to get familiar with a countless number of new conditions of life, and especially problems of education. So we can only be thankful to the *National Parent-Teacher*, which is helping us more than any other magazine or paper. . . .

Thank you for helping us adjust to a new country through your very good magazine.

Cabin John, Maryland

MRS. ERICH BUCHMAN

ADELE FRANKLIN is the very able director of the All-Day Neighborhood Schools in New York City. For ten years she taught at the famed City and Country School, where she introduced progressive methods in an after-hours recreation activity, later widely known as the Chelsea School Project. Besides contributing to many leading magazines, she is joint author with Agnes Benedict of *The Happy Home: A Guide to Family Living*.

One of this country's most noted authorities on child guidance, ETHEL KAWIN teaches at the University of Chicago and serves such important groups as the Illinois Association for Supervision and Curriculum Development, and the Illinois Congress of Parents and Teachers, for whom she conducts the well-known courses for lay leaders in parent education. For the past two years she has been a regional parent education consultant for the National Congress. Of her books, *The Wise Choice of Toys* is uncanceled in its field.

Good friend and spiritual guide of young people, KENNETH E. NYE is pastor of the First Congregational Church of Chappaqua, New York. His inspiring insight and forceful faith find expression at many youth gatherings. He is already looking forward to next summer when he will direct a conference of three hundred New York high school students. By spring he hopes to have a larger church to accommodate his devoted congregation and his church school, which has overflowed into private homes.

Having recently completed eight weeks of teaching at the University of Michigan, BONARO W. OVERSTREET is now en route to her California home. Together with Dr. Overstreet she will fill many lecture engagements along the way. In her triple capacity as writer, adult educator, and poet, Mrs. Overstreet plunges deep into the subsoil of human personality.

PAUL E. SMITH, assistant director of the division of international educational relations in the U.S. Office of Education, is an eloquent pleader for the cause in which he fervently believes—the exchange of teachers to further world understanding. Exceptionally well qualified for his tasks, Dr. Smith was formerly a professor of English literature at American University and the University of Maryland. Father of two sons, he is a staunch supporter of the parent-teacher movement and has served as president of a local unit and a council.

ANNA W. M. WOLF's name on any book or article guarantees its soundness and readability, for she possesses the rare gift of translating the findings of psychology into the situations of daily life. Senior staff member of the Family Counseling Service of the Child Study Association, she has contributed richly to the literature of family life education. *The Parents' Manual* has become a standard work for parents and teachers.

ROBERT F. ZAKARY is the wise supervising principal of the elementary school in North Merrick, New York, whose vision enabled his school to pioneer so successfully in demonstrating the value of school-to-home telephone service. In his eighteen years as a teacher and administrator he has worked with children of every age. Whether the school enrolled as few as 150 pupils or as many as 1,400, Robert Zakary's enlightened leadership has always made education an effective and exciting experience.